

A FY 2022 Comparative Review of 30 Mississippi School Districts: Transportation (Volume VI)

A Report to the Mississippi Legislature

Report #690

August 9, 2023



PEER Committee

Jerry Turner, Chair

Charles Younger, Vice-Chair

Sollie Norwood, Secretary

Senators:

Kevin Blackwell

Lydia Chassaniol

Dean Kirby

Chad McMahan

John Polk

Representatives:

Richard Bennett

Cedric Burnett

Becky Currie

Carolyn Crawford

Timmy Ladner

Percy Watson

About PEER:

The Mississippi Legislature created the Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER Committee) by statute in 1973. A joint committee, the PEER Committee is composed of seven members of the House of Representatives appointed by the Speaker of the House and seven members of the Senate appointed by the Lieutenant Governor. Appointments are made for four-year terms, with one Senator and one Representative appointed from each of the U.S. Congressional Districts and three at-large members appointed from each house. Committee officers are elected by the membership, with officers alternating annually between the two houses. All Committee actions by statute require a majority vote of four Representatives and four Senators voting in the affirmative.

Mississippi's constitution gives the Legislature broad power to conduct examinations and investigations. PEER is authorized by law to review any public entity, including contractors supported in whole or in part by public funds, and to address any issues that may require legislative action. PEER has statutory access to all state and local records and has subpoena power to compel testimony or the production of documents.

PEER provides a variety of services to the Legislature, including program evaluations, economy and efficiency reviews, financial audits, limited scope evaluations, fiscal notes, and other governmental research and assistance. The Committee identifies inefficiency or ineffectiveness or a failure to accomplish legislative objectives, and makes recommendations for redefinition, redirection, redistribution and/or restructuring of Mississippi government. As directed by and subject to the prior approval of the PEER Committee, the Committee's professional staff executes audit and evaluation projects obtaining information and developing options for consideration by the Committee. The PEER Committee releases reports to the Legislature, Governor, Lieutenant Governor, the agency examined, and the general public.

The Committee assigns top priority to written requests from individual legislators and legislative committees. The Committee also considers PEER staff proposals and written requests from state officials and others.



Joint Legislative Committee on Performance Evaluation and Expenditure Review

PEER Committee

P.O. Box 1204 | Jackson, Mississippi 39215-1204

Representatives

Jerry Turner

Chair

Richard Bennett

Cedric Burnett

Carolyn Crawford

Becky Currie

Timmy Ladner

Percy Watson

August 9, 2023

Honorable Tate Reeves, Governor

Honorable Delbert Hosemann, Lieutenant Governor

Honorable Philip Gunn, Speaker of the House

Members of the Mississippi State Legislature

On August 9, 2023, the PEER Committee authorized release of the report titled *A FY 2022 Comparative Review of 30 Mississippi School Districts*.

Senators

Charles Younger

Vice Chair

Sollie Norwood

Secretary

Kevin Blackwell

Lydia Chassaniol

Dean Kirby

Chad McMahan

John Polk

Representative Jerry Turner, Chair

Executive Director

James F. (Ted) Booth

This report does not recommend increased funding or additional staff.

Phone: (601) 359-1226 | Fax: (601) 359-1420 | www.peer.ms.gov
Woolfolk Building | 501 North West St, Suite 301-A | Jackson, MS 39201

This page left intentionally blank.

Table of Contents

- Letter of Transmittal i
- List of Exhibits..... iv
- Report Highlights v
- Restrictions 1
- Executive Summary 2
- Benchmarking 9
- Key Performance Indicators 14
- Appendix A: District Detailed Commendations, Observations, and Potential Opportunities 26
- Appendix B: District Data Tables 45

List of Exhibits

Exhibit 1: District Metrics for School Year 2021-2022	5
Exhibit 2: Potential Cost Savings and Recommendations for Improvement	6
Exhibit 3: Transportation Benchmarks	9
Figure 3.1: Transportation Services Provided	9
Figure 3.2: Active Substitute Drivers	9
Figure 3.3: Number of Active Substitute Drivers	10
Figure 3.4: Seating Guidelines	10
Figure 3.5: Student Service Structure	10
Figure 3.6: Planning Guidelines for Seating	11
Figure 3.7: Ride Duration	11
Figure 3.8: School Start Times	11
Figure 3.9: Bus Routing Software	12
Figure 3.10: Third-party Contractor Bus Routing Software	12
Figure 3.11: District Routing Techniques	13
Exhibit 4: Transportation Expenditures as a Percentage of the Total District Expense	16
Exhibit 5: Average Annual Cost per Bus Overall	17
Exhibit 6: Annual Cost per Rider	18
Exhibit 7: Annual Cost per Mile	19
Exhibit 8: Percentage of Spare Buses	20
Exhibit 9: Ratio of Buses per School	21
Exhibit 10: Ratio of Buses per Mechanic	22
Exhibit 11: Ratio of Student Bus Riders to Total Students	23
Exhibit 12: Ratio of Students per Bus	24
Exhibit 13: Ratio of Miles Driven Daily per Bus	25

CONCLUSION: A review of the transportation programs and expenditures for 30 Mississippi school districts in FY 2022 showed variance in how districts manage their transportation programs and a wide range of associated costs across districts. Such data indicates that districts have opportunities to improve efficiencies and reduce costs for their transportation programs while maintaining or improving service levels. Glimpse K12 estimated an annual cost savings of \$3.3 million to \$6 million across districts (e.g., from bus route efficiency improvements); however, certain factors could impact such savings (e.g., age of buses). Additionally, some districts were unable to provide critical information related to their programs, which inhibited this review and inhibits a district's ability to manage its own transportation program.



BACKGROUND

In FY 2023, PEER received funding to contract with Glimpse K12 (an education technology company headquartered in Huntsville, Alabama) to conduct a comparative review of 30 school districts. This report focuses on one of seven areas of review—transportation (Volume VI). Other reports include:

- Finance and Supply Chain (Volume I);
- Human Resources (Volume II);
- Information Technology (Volume III);
- Nutrition (Volume IV); and
- Operations (Volume V).

- **13 of the 30 districts reviewed (43%) have opportunities to optimize their bus routes.** Most districts do not review bus routes annually, instead relying on historical bus stops.
- **13 of the 30 districts reviewed (43%) reported a lack of substitute bus drivers.** Districts have adopted alternative strategies that are typically more costly (e.g., using other personnel to drive buses such as mechanics)
- **There was a wide range of costs across the districts for their transportation programs.** This wide range indicates that the districts have opportunities to improve efficiencies and reduce costs while maintaining or improving service levels.

KEY FINDINGS

- **Of the 30 districts reviewed, 19 (63%) indicated that they do not use routing software for managing their districts' bus routes.**
Routing software can optimize bus routes and reduce costs. However, district personnel must be proficient in using the software to maximize its benefits.
- **Of the 30 districts reviewed, 22 (73%) indicated that they do not have formal guidelines for student seating.**
The use of formal guidelines has advantages (e.g., promotes order) and disadvantages (e.g., implementation can be challenging).
- **Subcontracting transportation services does not guarantee efficient and cost-effective student transportation services.**
Of the six districts that subcontract their transportation services, three had transportation costs as a percentage of district budget higher than the median of their peers.
- **Districts use various types of bus route systems (e.g., a combination system in which one bus drops off students at different schools).**
No type of bus route is superior to the other.

Bus Route Systems and Use by Districts

- 15 districts use a combination bus route system, in which students of all grade levels are picked up together in a particular community and then dropped off sequentially at their respective schools.
- 4 districts use paired or tiered bus routes exclusively, which involves staggering school start times to accommodate separate bus routes based on the schools students attend.
- 8 districts use a hybrid approach that combines the two above systems.
- No districts rely solely on dedicated single school bus routes, in which a bus is assigned to transport students exclusively to and from one school without additional routes.

NOTE: 3 districts did not provide this information.

A Look at FY 2022 District Cost Metrics

- Across the 30 reviewed districts, annual district transportation expenditures for FY 2022 ranged from \$300,503 in Okolona (which served 287 daily riders) to \$5,642,141 in Madison County (which served 5,300 daily riders).
- The districts' average annual cost per bus ranged from a low of \$15,028 in Coahoma County to a high of \$66,613 in Moss Point, with a median of \$35,593.
- Districts' annual cost per rider ranged from a low of \$687 in Water Valley to \$2,101 in Oxford. The median was \$1,070.
- Districts' annual cost per mile ranged from a low of \$1.75 in Natchez-Adams to a high of \$37.67 in Canton (a result of questionable data provided by the district). The median was \$4.37.

Estimated Annual Cost Savings Across the 30 Reviewed Districts:

From \$3,340,965 to \$6,013,418

Glimpse K12 calculated savings estimates based on either potential bus route efficiency improvements or labor reductions, or a combination of both. Savings estimates take into consideration several factors (e.g., transportation costs per mile, per student, and per bus); however, there are factors outside the scope of this review that can impact the ability of a district to achieve the estimated cost savings.

- Glimpse K12 calculated potential savings for 13 of the 30 districts. See pages 6-7 for savings by district.
- This review also provides all 30 districts with non-cost savings recommendations to improve service levels. See Appendix A on page 26.

Issues with Data

Some districts could not provide all requested information, which inhibited this review and inhibits a district's ability to effectively manage its transportation program. Further, one district (Canton) provided data that appears to be inaccurate and resulted in an extremely high cost per mile compared to the other districts.

Five Most Cost-Effective Districts

The following districts showed positive performance across cost-related Key Performance Indicators:

- Attala;
- Coahoma County;
- George;
- Simpson; and,
- Water Valley.

RECOMMENDATIONS FOR DISTRICTS

1. In FY 2024, each district superintendent, in consultation with the district's transportation program personnel, should review the information from this report and implement each of the relevant district recommendations to increase efficiency, improve service levels, and/or achieve cost savings. These include, but are not limited to:
 - a. Potential implementation of bus routing software;
 - b. Implementation of formal guidelines for student seating on buses;
 - c. Annual reviews of bus routes; and,
 - d. Opportunities for bus route optimization.
2. For districts that were unable to provide certain information during this review pertaining to their transportation programs (e.g., bus route data), transportation program personnel should begin collecting and monitoring this data on an ongoing basis.
3. Transportation program personnel should provide an annual report to the district superintendent regarding the status of the transportation program using the measures included in this review.

Restrictions

GlimpseK12 is providing this report to the PEER Committee based on data and extrapolated information provided by the school district at the time of the report. GlimpseK12 does not independently verify the data or information provided to them by the district or its programs. If the district chooses to provide additional data or information, GlimpseK12 reserves the right to amend the report.

All decisions made concerning the contents of this report are understood to be the sole responsibility of any organization or individual making the decision. GlimpseK12 does not and will not in the future perform any management functions for any organizations or individuals related to this report.

This report is solely intended to be a resource guide.

PEER staff contributed to the overall message of this report and recommendations based on the data and information provided by Glimpse. PEER staff also provided quality assurance and editing for this report to comply with PEER writing standards; however, PEER did not validate the source data collected by Glimpse.

Executive Summary

This report presents an assessment of 30 school districts reviewing data from the 2021-22 Fiscal Year. Appendix A on page 26 provides a discussion of detailed commendations, observations, and potential opportunities for each district. Six of the reviewed districts outsourced the daily operation and management of student transportation services.

Key takeaways regarding student transportation service delivery:

- 30% of districts (eight in total) make use of routing software for managing their bus routes. In theory, school bus routing software offers numerous advantages over manual routing. It saves time, improves accuracy, optimizes costs, provides flexibility, and enhances safety. The software facilitates optimized routes, minimizing errors and reducing fuel consumption. It also enables districts to quickly adapt to changes and can include GPS tracking modules for enhanced security. Overall, it simplifies transportation management, benefiting both schools and students.
 - If employees within district transportation departments are unable to understand the technology, the successful implementation of routing software may be hindered, leading to potentially unsatisfactory results.
 - Out of the eight districts that use routing software, the assessment team identified possible routing improvements in two of them. Among the remaining 19 districts that do not utilize routing software, 11 showed signs of potential routing improvements.
 - Due to the lack of a comprehensive understanding of each district's transportation team's software proficiency, the assessment did not provide recommendations regarding the use of the software. (Three districts did not provide benchmarking information related to routing software.)
- 73% of assessed school districts do not have formal guidelines for student seating. Formal guidelines for student seating on school buses during daily routes can offer safety, discipline, and accountability benefits. Assigned seating promotes order, prevents conflicts, and facilitates tracking of students. It enhances organization during boarding and disembarking. However, it may limit flexibility and spontaneous social interactions among students, potentially affecting their relationships. Enforcing seating guidelines can be challenging, and it requires consistent monitoring. Implementation and administration can be demanding, involving logistics and communication. There is a risk of inequality or dissatisfaction among students with less desirable seat assignments. Considering each school's unique circumstances and student population it is crucial to balance the advantages and disadvantages of formal seating guidelines.
- Districts use different types of bus route systems. Some districts have used these approaches for efficient routing, while other districts may face potential routing efficiency challenges. Therefore, no single bus route system can be conclusively deemed superior.
 - Fifteen districts utilize a combination bus route system, meaning students from all grade levels are picked up together in a community and then dropped off sequentially at their respective schools. This approach can be advantageous in certain scenarios.
 - Four districts employ paired or tiered bus routes exclusively. This method involves staggering school start times to accommodate separate bus routes based on the school attended. Each bus makes multiple runs, with each run transporting students unique to a particular school.
 - Eight districts adopt a hybrid approach that combines two of these methods.
 - No districts rely solely on dedicated single school bus routes, meaning a bus is assigned to transport students exclusively to and from one school without additional routes.

Key takeaways regarding student transportation service performance:

- Utilizing subcontracting services does not guarantee efficient and cost-effective student transportation services for school districts. Out of the six districts that subcontract transportation services, three (West Point, Noxubee, and Yazoo County) had transportation costs as a percentage of overall district budget at levels higher than the median of state comparative peers and the regional peer average. These services were conducted by a total of three different subcontracting companies.
- Thirteen of the reviewed districts (43.3%) reflected some opportunity in route optimization to improve student services and reduce costs. Most routes were based on historical stops and not annually reviewed for potentially significant changes.
- Numerous districts expressed their inability to locate replacement drivers and substitutes. A significant 43% of districts reported a lack of substitute drivers. To tackle driver absenteeism concerns, several districts have adopted alternative strategies, such as utilizing other transportation personnel like mechanics or developing routes with low ridership so that they can be collapsed or combined when absences occur. In most instances, such alternative approaches are more costly for the district.
- As can be seen in the key performance indicators on pages 14 through 25, information gathered from the districts resulted in a wide range of costs for transportation operations. Such wide ranges indicate districts have opportunities to improve efficiencies and save money while maintaining or improving service levels. The district administration should review the key performance indicators and their individual district's observations and potential opportunities and take actions as appropriate to increase efficiencies, improve service levels, and achieve cost savings.
- Some districts could not provide all requested information which inhibited the assessment team's ability to conduct a full analysis of transportation services. This inhibits the district's abilities to effectively manage transportation services. Key performance indicators on pages 16 through 25 notes when districts were unable to provide information as well as the data table found in Appendix B on page 45.

Top five most cost-effective districts:

The following districts have been identified as the most cost-effective based on positive performance across all key performance indicators pertaining to cost (i.e., cost per bus, cost per mile, cost per rider). Positive performance means the district meets or is better than the median performance level of state comparative peers, the average of regional peers, and the range of national peers. These districts could be consulted regarding their achievement of cost-efficiency:

- Attala;
- Coahoma;
- George;
- Simpson; and,
- Water Valley.

Recommendations:

1. In FY 2024, each district superintendent, in consultation with the district's transportation program personnel, should review the information from this report and implement each of the relevant district recommendations to increase efficiency, improve service levels, and/or achieve cost savings. These include, but are not limited to:
 - a. Potential implementation of bus routing software;
 - b. Implementation of formal guidelines for student seating on buses;
 - c. Annual reviews of bus routes; and,

- d. Opportunities for bus route optimization.
2. For districts that were unable to provide certain information during this review pertaining to their transportation programs (e.g., bus route data), transportation program personnel should begin collecting and monitoring this data on an ongoing basis.
 3. Transportation program personnel should provide an annual report to the district superintendent regarding the status of the transportation program using the measures included in this review.

All 30 district cohorts are listed in the table below.

Exhibit 1: District Metrics for School Year 2021-2022

District Metrics for School Year 2021-2022							
District	Annual Actual District Operating Expenditures	Number of Daily Regular Route Buses	Number of Daily Special Education Route Buses	Average Number of Miles Driven Daily	Average Age of Fleet, in Years	Number of Daily Riders	Annual Actual Transportation Expenditures
Attala	\$16,599,105	20	2	2,120	6	901	\$834,581
Canton	\$59,481,964	21	3	160	5	1,470	\$1,084,812
Coahoma	\$9,766,809	21	2	1,044	9	596	\$510,950
Copiah	\$23,353,816	26	1	887	7	1,126	\$1,204,267
George	\$42,717,894	45	5	2,797	13	2,224	\$1,975,654
Greenville	\$51,411,368	18	4	766	11	1,300	\$1,394,849
Grenada	\$42,995,328	52	7	3,806	15	2,160	\$3,126,107
Hattiesburg	\$58,975,957	23	5	1,176	6	2,100	\$2,275,185
Hollandale	\$12,082,504	8	1	300	11	280	\$387,582
Holmes	\$50,281,332	47	3	1,400	17	1,681	\$1,281,265
Louisville	\$35,492,961	39	3	1,115	12	1,588	\$1,462,320
Madison	\$212,092,439	95	16	9,154	5	5,300	\$5,642,141
McComb	\$31,244,536	15	1	1,198	8	1,055	\$898,652
Moss Point	\$36,692,497	17	2	878	10	1,329	\$1,465,476
Natchez-Adams	\$64,414,347	43	3	7,000	1	2,000	\$2,200,000
North Panola	\$15,170,765	22	4	2,945	6	930	\$1,184,833
Noxubee	\$19,126,092	23	2	Not Provided	Not Provided	Not Provided	\$1,690,830
Okolona	\$4,544,083	9	1	392	7	287	\$300,503
Oxford	\$77,699,248	21	3	1,440	11	1,218	\$2,558,620
Pass Christian	\$20,491,000	19	3	964	10	947	\$1,022,367
Perry	\$9,728,002	21	1	1,158	12	686	\$847,188
Simpson	\$27,464,199	52	4	2,369	12	1,350	\$981,941
Sunflower	\$46,208,251	35	5	1,241	7	1,505	\$1,905,745
Tate	\$23,230,839	56	4	1,745	9	1,598	\$1,536,978
Walthall	\$22,678,120	27	3	890	10	1,160	\$1,082,336
Water Valley	\$12,082,854	18	3	580	18	664	\$456,304
Wayne	\$44,925,000	58	7	3,520	10	1,920	\$2,623,000
West Point	\$37,377,275	41	2	3,236	2	1,459	\$2,190,333
Wilkinson	\$13,547,905	15	1	1,253	10	713	\$754,993
Yazoo County	\$23,404,242	37	2	3,661	5	1,200	\$2,284,431

The chart below summarizes potential cost savings and recommendations for improvement. In general, savings estimates are based on either potential route efficiency improvements or labor reductions, or a combination of both. Saving estimates take into consideration the following:

- Transportation cost as a percentage of the district’s budget;
- Transportation costs per mile, per student, and per bus;
- Number of buses per school;
- Average number of students per bus;
- Number of mechanics on staff as compared to fleet size;
- Current design approach to routing (e.g., combination, tiered); and,
- Provided route details that outline the number of buses, bus capacity, and the specific number of riders per bus.

There are factors outside the scope of this assessment that can impact the ability of a district to achieve the estimated savings; these include but are not limited to: types of transported programs served, bell schedules, age and condition of the fleet, maximum riding time allowed, earliest pickup time allowed, enrollment projections, and geographic population density.

More detailed information regarding savings opportunities and other non-cost savings recommendations to improve service levels can be found in Appendix A.

Exhibit 2: Potential Cost Savings and Recommendations for Improvement

District	Potential Savings		Recommendations
	Low	High	
Copiah	\$20,644	\$61,934	The district should closely examine and assess the routing design to reduce the risk of potential overcrowding and improve overall routing efficiency.
Grenada	\$497,783	\$814,320	To improve cost efficiency, the district should thoroughly examine its transportation routing methods and consider potential changes to bring costs in line with state-comparative peer districts. The district should review its daily operations to determine if a slight increase in spare buses would enhance service levels and review mechanics’ roles to determine if they are being used in a dual role as bus drivers or substitute bus drivers.
Hollandale	\$84,564	\$126,846	Given the district’s key performance indicators, the district should reevaluate its current route designs and consider the potential benefits of implementing a tiered routing approach. The district should assess its staffing levels of mechanics; the mechanics may perform other duties beyond the assessment team’s evaluation scope.
North Panola	\$189,720	\$308,760	To improve cost efficiency, the district should thoroughly examine its transportation routing methods and consider potential changes to bring costs in line with state-comparative peer districts.

District	Potential Savings		Recommendations
	Low	High	
Noxubee	\$707,665	\$918,052	The district should review its daily operations to determine if an increase in spare buses would improve service levels. The district should assess whether unforeseen circumstances related to driver absence are negatively impacting student service levels. The district should require more operational information from its third-party contractors to ensure proper stewardship of student transportation services.
Oxford	\$31,330	\$382,981	The district should review current routing efficiency whether routes could be improved to reduce overall transportation costs. The district should contemplate reducing the surplus of buses by selling them.
Pass Christian	\$48,590	\$95,647	The district should review its current route designs and consider enhancing them through a hybrid-tiered/combo route approach. The district should assess whether unforeseen circumstances related to driver absence are negatively impacting student service levels.
Perry	\$113,190	\$201,684	The district should review its current route designs and consider enhancing them through a hybrid-tiered/combo route approach. The district should review its daily operations to determine if additional buses would improve service levels. The district should assess how bus maintenance activities are occurring and their cost exposure versus having staff mechanics.
Tate	\$72,802	\$121,338	The district should assess bus driver absences and consider it when exploring opportunities to enhance route efficiency. The district should assess its staffing levels in conjunction with the sustainability of daily services to ensure that no staffing adjustments need to be made in reference to the number of mechanics.
Walthall	\$26,398	\$105,592	The district should review its current route designs and consider route tiering or a hybrid approach of route tiering and combination routes. The district should assess whether unforeseen circumstances related to driver absence are negatively impacting student service levels.
Wayne	\$359,900	\$808,650	Student population density may be widespread with a few concentrated areas. If this is not the case, there might be some opportunity for route tiering. The district should assess whether unforeseen circumstances related to driver absence are negatively impacting student service levels.

District	Potential Savings		Recommendations
	Low	High	
West Point	\$299,018	\$710,168	The district should work with the sub-contractor whether routing efficiency could be improved by introducing combination routes, increasing routing tiering, or some other hybrid model to bring overall costs in alignment with state-comparative peers. The district should assess whether the lack of spare buses or driver absenteeism negatively impacts daily operations and address it if needed.
Yazoo County	\$889,361	\$1,357,446	The district should review its daily operations to determine if an increase in spare buses would improve service levels. The district should assess whether unforeseen circumstances related to driver absence are negatively impacting student service levels. The district should explore ways to bring costs in alignment with state or regional peers.

The above list of opportunities totals annual cost savings ranging from **\$3,340,965 to \$6,013,418**.

Benchmarking

Benchmarking is the process of comparing and measuring different organizations' activities. When combined with key performance indicator comparisons, more insight can be gained to identify best practices and opportunities for improvement.

Transportation benchmarks help clarify the school district's management of transportation services. Attention should be paid to each benchmark and the overall optimal productivity represented through the relationship between benchmarks and key performance indicators.

Benchmarking Factors for this assessment were limited to:

- Availability of resources;
- School bus route design; and,
- Use of technology.

Benchmark information was received from 27 out of 30 districts. The transportation departments of Grenada, McComb, and North Panola were unable to meet with the assessment team despite multiple attempts, and they did not respond to email inquiries regarding data follow-up. Consequently, their capacity to furnish the necessary benchmarking data was impeded.

Exhibit 3: Transportation Benchmarks

Figure 3.1: Transportation Services Provided

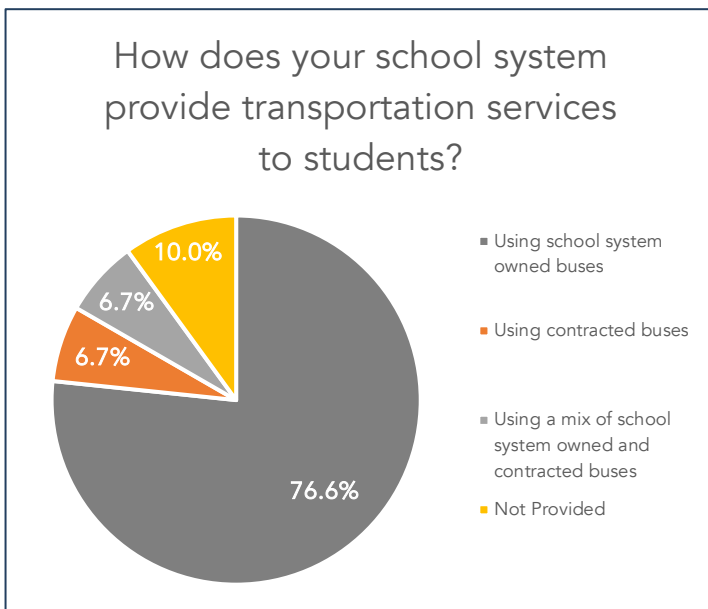


Figure 3.2: Active Substitute Drivers

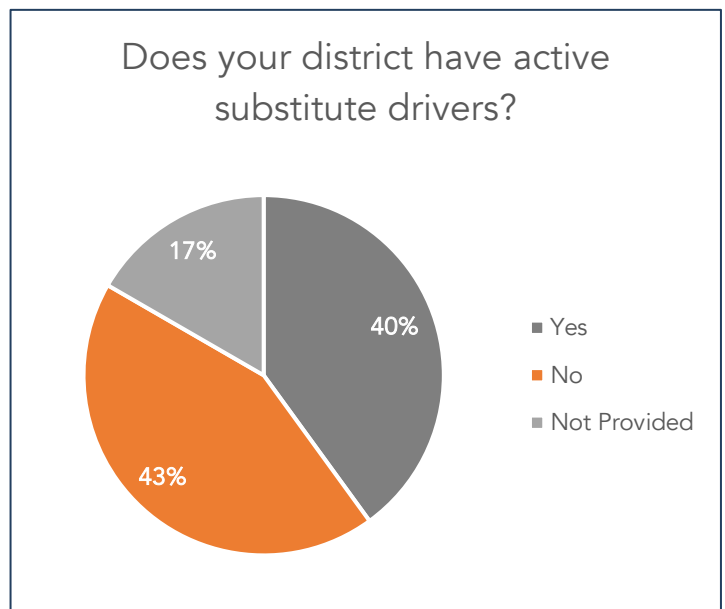


Figure 3.3: Number of Active Substitute Drivers

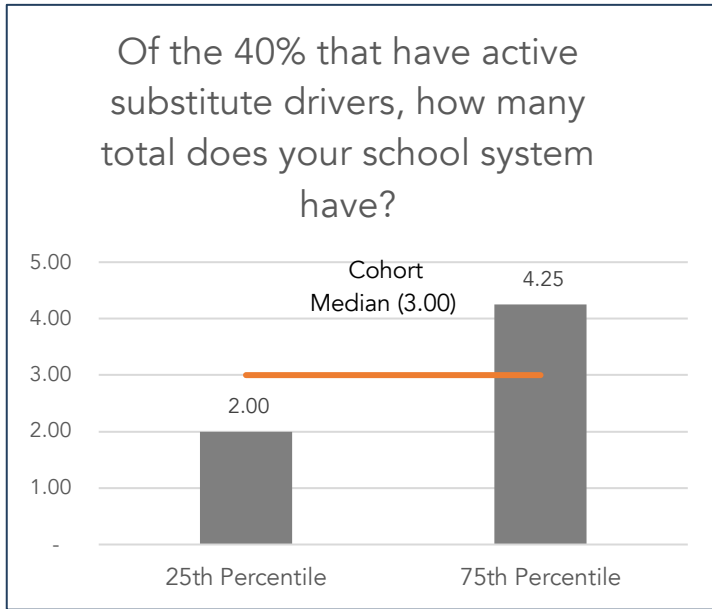


Figure 3.4: Seating Guidelines

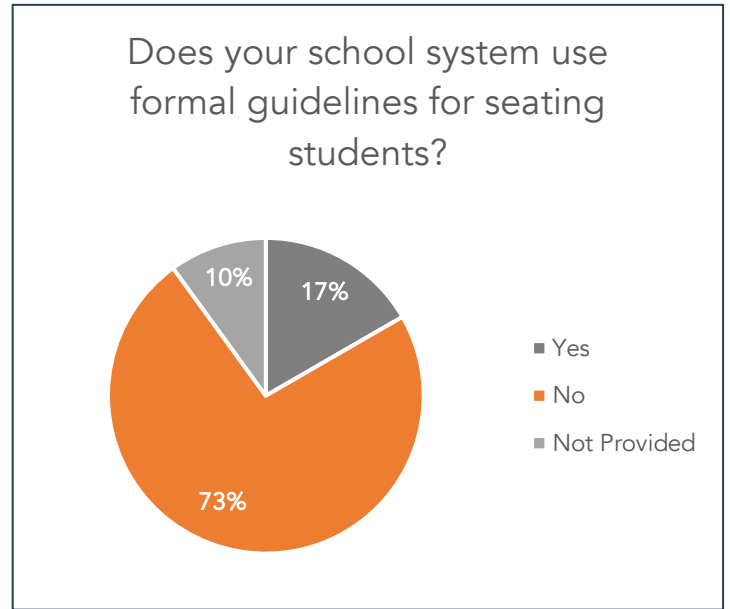


Figure 3.5: Student Service Structure

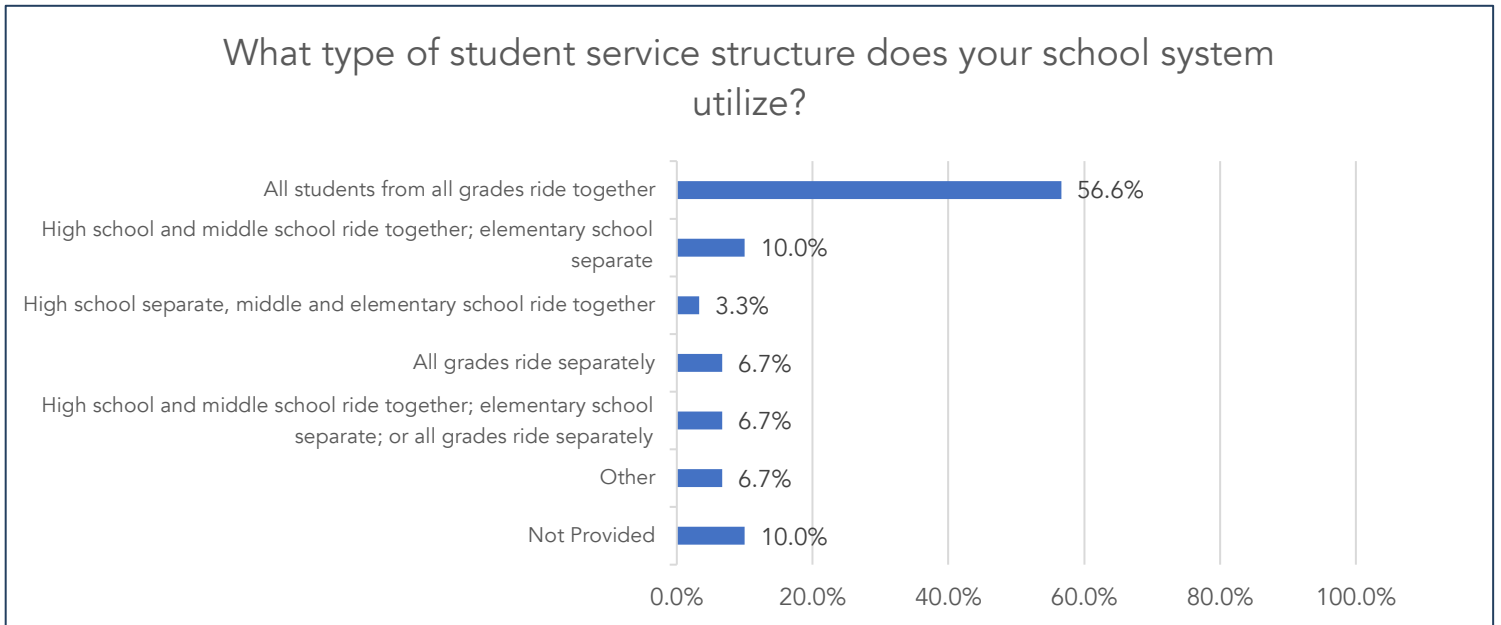


Figure 3.6: Planning Guidelines for Seating

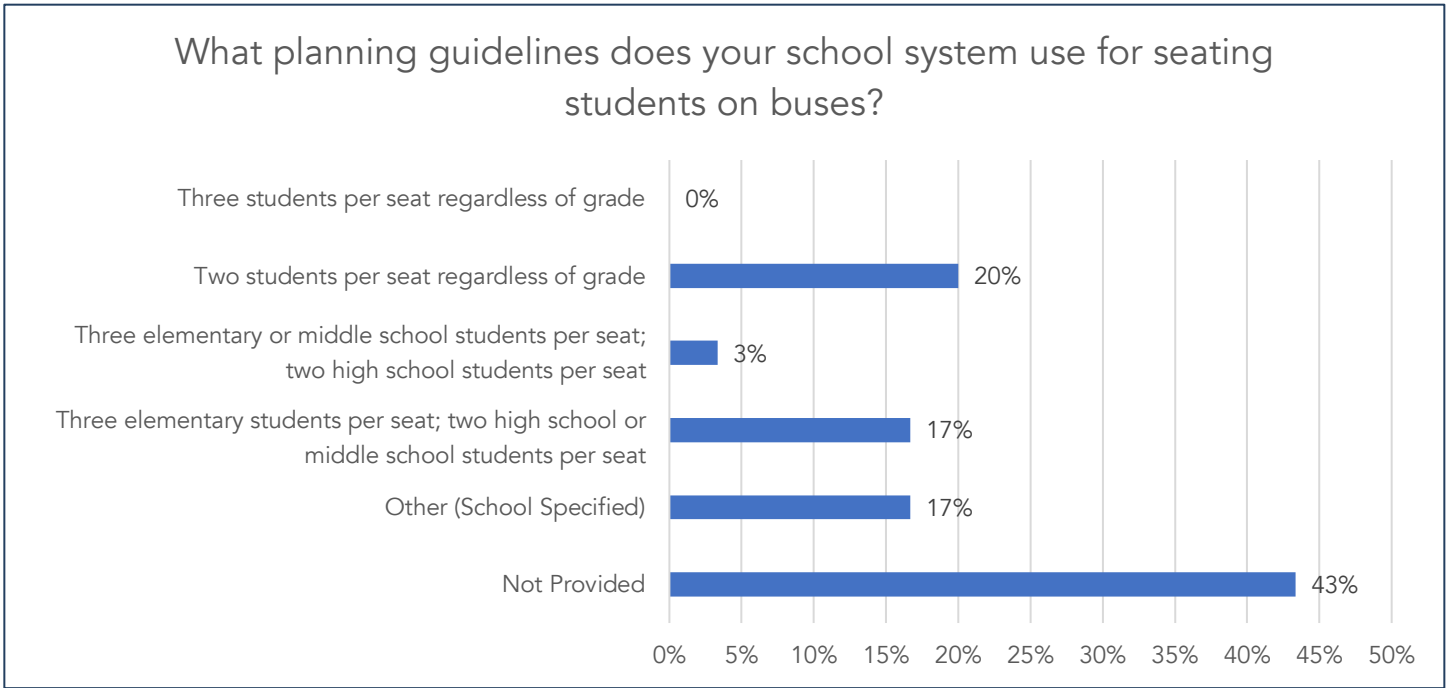


Figure 3.7: Ride Duration

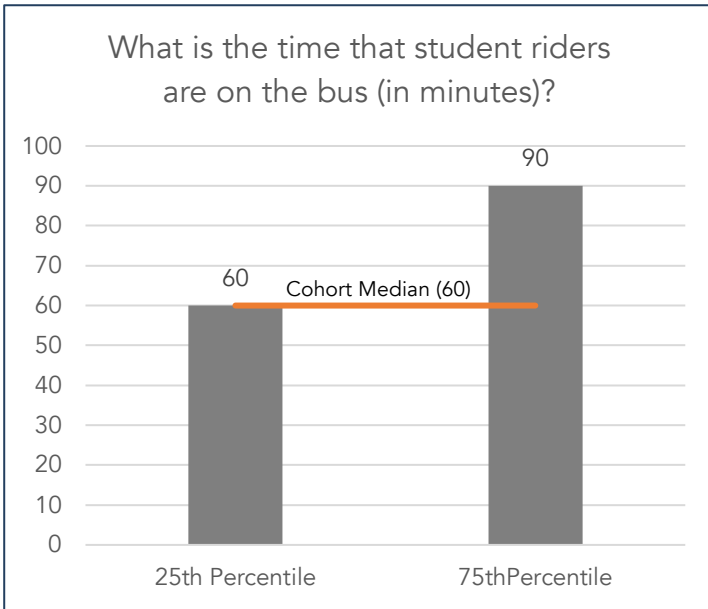
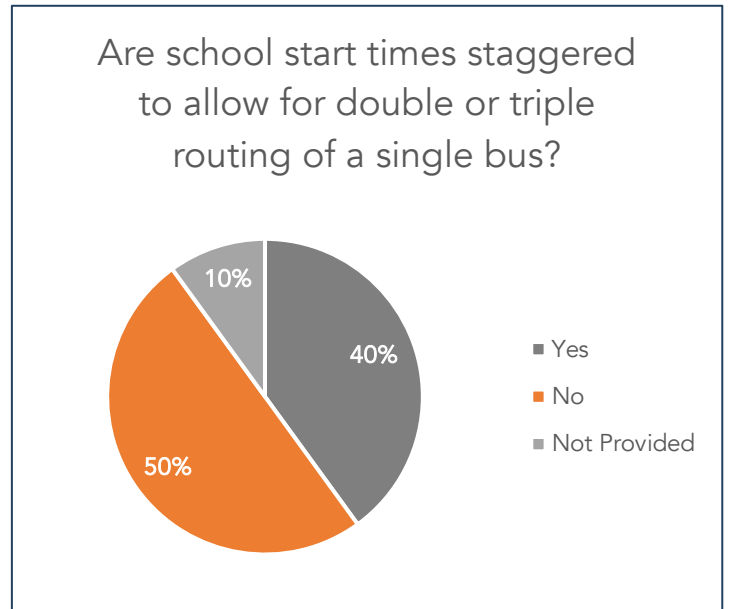


Figure 3.8: School Start Times



Please be advised that the information provided above does not include the complete duration of the route, as it may involve various miles traveled without any student passengers.

Figure 3.9: Bus Routing Software

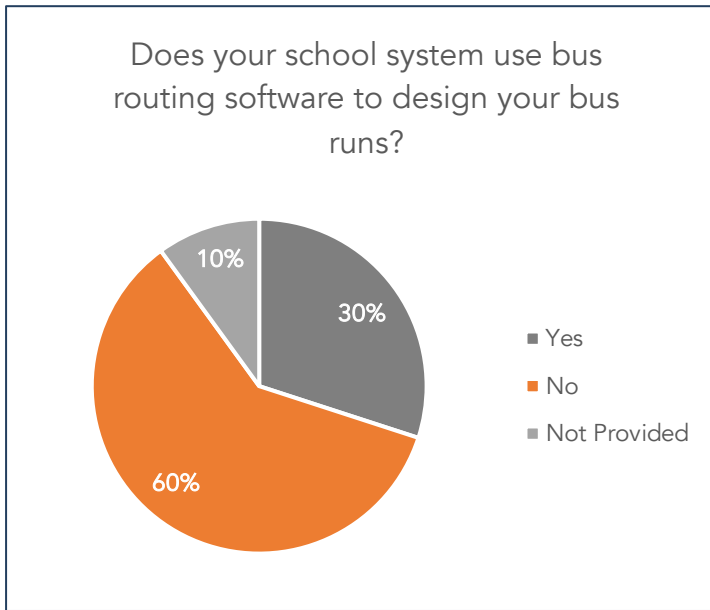


Figure 3.10: Third-party Contractor Bus Routing Software

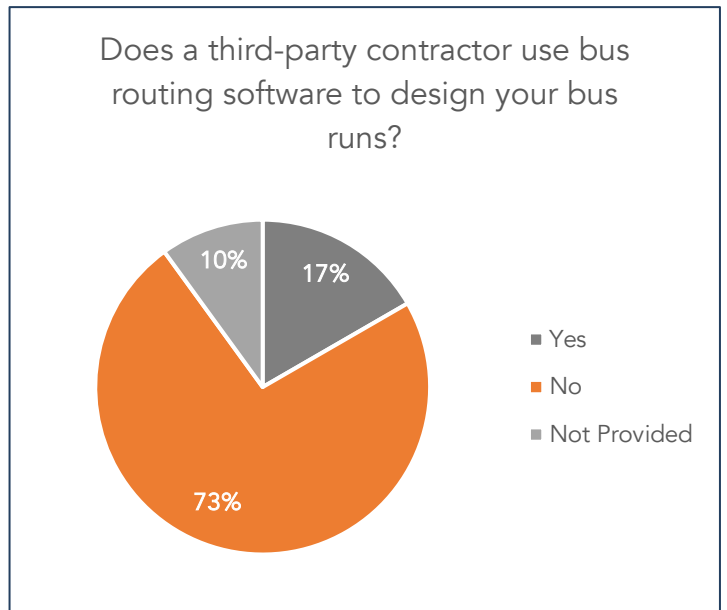


Figure 3.11: District Routing Techniques

District Routing Techniques*					
District	Dedicated	Tiered/Paired	Combination	Shuttle Routes	Unknown Service Contracted
Attala	0	0	1	0	0
Canton	0	1	1	0	0
Coahoma	0	1	0	0	0
Copiah	0	0	1	0	0
George	0	0	1	1	0
Greenville	1	1	0	0	0
Grenada	0	0	0	0	1
Hattiesburg	0	1	0	1	0
Hollandale	0	0	1	0	0
Holmes	0	0	1	1	0
Louisville	0	0	1	0	0
Madison	0	1	1	0	0
McComb	0	1	0	0	0
Moss Point	1	0	1	1	0
Natchez-Adams	0	1	0	0	0
North Panola	0	0	0	0	1
Noxubee	0	0	0	0	1
Okolona	0	0	1	0	0
Oxford	0	1	1	0	0
Pass Christian	0	0	1	0	0
Perry	0	0	1	1	0
Simpson	0	0	1	1	0
Sunflower	0	1	1	1	0
Tate	0	0	1	0	0
Walthall	0	0	1	1	0
Water Valley	0	0	1	0	0
Wayne	0	0	1	1	0
West Point	1	1	0	0	0
Wilkinson	0	1	0	1	0
Yazoo County	0	0	1	1	0

*Definitions of Routing Techniques:

- Dedicated – A route that only has one bus run picking up specific students for a specific school.
- Tiered/Paired – A route that has one bus making multiple runs, each run picking up specific students for a specific school.
- Combination – A route that has one bus pick up all students within a geographic area and then stop at multiple schools, dropping off students.
- Shuttle – A route that picks up a group of students from one location and delivers to another (e.g., trade school/intra-day routes).

Key Performance Indicators

Key performance indicators for transportation services include elements that influence service levels and cost efficiency. It is essential to consider all key performance indicators and the information shown by the performance relationship across all indicators. One indicator should not be viewed as an overall performance measure by itself.

Factors that can influence performance and limit a district's ability to improve include:

- Types of transported programs served;
- Bell schedule;
- Effectiveness of the routing plan;
- Spare bus factor needed;
- Age of fleet;
- Driver wage and benefit structure and labor contracts;
- Maximum riding time allowed;
- Earliest pickup time allowed;
- Enrollment projections; and,
- Geographic population density.

The following key performance indicators were reviewed:

Transportation Expenditures as a Percentage of the Total District Expense: This is the percentage of a district's budget allocated to transportation costs. This metric can vary based on factors like the square mile area of the school system, population density, number of student daily riders, bus condition/age, and the cost of living in the area. While it is generally better for transportation costs to be a low percentage of the overall budget, this must be balanced with the need for proper fleet maintenance and efficient routing approaches to ensure students' safe and effective transportation. The exact percentage of a system's overall budget that should be spent on transportation will depend on the specific circumstances of the school system.

Average Annual Cost per Bus Overall: This is a basic measurement of the cost efficiency of a pupil transportation program and should be reviewed in relationship to cost per rider and cost per mile, along with the percentage of spare buses maintained by the district and the ratio of buses per school. A greater than average cost per mile may be appropriate based on specific conditions or program requirements in a particular district. A less than average cost per bus may indicate a well-run program, or favorable conditions in a district especially if one or more other cost measure is at or below average.

Annual Cost per Rider: This is a basic measurement of the cost efficiency of a pupil transportation program and should be reviewed in relationship to cost per rider and cost per mile, along with the ratio of riders per bus by the district and routing techniques employed by the district. A greater than average cost per mile may be appropriate based on specific conditions or program requirements in a particular district. A less than average cost per rider may indicate a well-run program, or favorable conditions in a district especially if one or more other cost measure is at or below average.

Annual Cost per Mile: This is a basic measurement of the cost efficiency of a pupil transportation program and should be reviewed in relationship to cost per rider and overall costs per bus, along with the ratio of miles per bus by and routing techniques employed by the district. A greater than average cost per mile may be appropriate based on specific conditions or program requirements in a particular district. A less than average cost per mile may indicate a well-run program, or favorable conditions in a district especially if one or more other cost measure is at or below average.

Percentage of Spare Buses: A goal of a well-run transportation department is to procure only the number of buses needed daily, plus an appropriate spare bus ratio. Maintaining or contracting unneeded buses is expensive and unnecessary as these funds could be used in the classroom.

Ratio of Buses per School: This is a basic measurement to help districts gain a deeper understanding of service delivery, and when reviewed in conjunction with other measurements, to gain insight into the overall efficiency of transportation services.

Ratio of Buses per Mechanic: The number of buses per mechanic ratio is a valuable metric to evaluate the efficiency of a district's transportation maintenance and repair infrastructure and can aid in assessing staffing levels. However, it is important to recognize that this ratio should be used as a singular indicator and not the sole determining factor for evaluating staffing levels. Other relevant factors include the age and condition of buses, the number of spare buses available, the complexity of repair activities, and if the district subcontracts any maintenance/repair activities.

Ratio of Student Riders: This ratio can help a school district understand the number of students that rely on bus transportation by tracking trends overtime to determine if adequate service levels are being provided. If the district finds that the number of students who rely on bus transportation is increasing, it may need to add additional buses or routes to meet demand. Conversely, if the district notices that the number of student riders has been steadily declining over a period of several years, it may need to re-evaluate its transportation service offerings.

Ratio of Students per Bus: Considering the number of routes per bus, student population density, and bus use capacity, the ratio of students per bus provides insights to school districts regarding the effectiveness of their transportation services. If the ratio falls significantly (10% or more) below the district's average bus use capacity, even in areas with low student population density, it indicates the necessity to evaluate routing efficiency. In regions with high student population density, a low ratio suggests potential opportunities for enhancing efficiency through route tiering. On the other hand, if districts observe this ratio reaching or exceeding the average use capacity without any route tiering, they should investigate individual routes for potential issues with student overcrowding.

Ratio of Miles Driven Daily per Bus: Analyzing the daily mileage per bus in relation to the routing design approach and student population density offers valuable information about the quality of service provided to students. This analysis considers all miles driven, both with and without student passengers. When the mileage exceeds an average of 60 miles per bus, and no route tiering is in place, it is advisable for a district to initiate a thorough examination of individual routes. This evaluation aims to identify situations in which students may experience excessively long ride times or in which buses are traveling significant distances without any student riders. These findings present clear opportunities for improvement. On the other hand, average mileage figures at or below 35 miles may suggest possibilities for route consolidation or the implementation of route tiering strategies.

Guidelines for reading charts:

Performance indicator levels are provided as quartiles—the 25th percentile and 50th percentile (median). Results are reported when there are three or more responses for a given key performance indicator. The preferred placement for each key performance indicator is usually designated in the 50th percentile. For some key performance indicators, the 50th percentile reflects the statistical division of responses and does not indicate a preferred placement.

The regional peer average is based on data collected from Alabama, Tennessee, Mississippi, and Louisiana school districts. National peer ranges are taken from the Council of Great City Schools data.

Note on the following charts that a delineation has been made between districts that subcontract transportation services' daily operation and management. These districts are noted on the following charts by orange bars.

Exhibit 4: Transportation Expenditures as a Percentage of the Total District Expense

A point of reference illustrating the general size of the transportation operation as a function of the district.

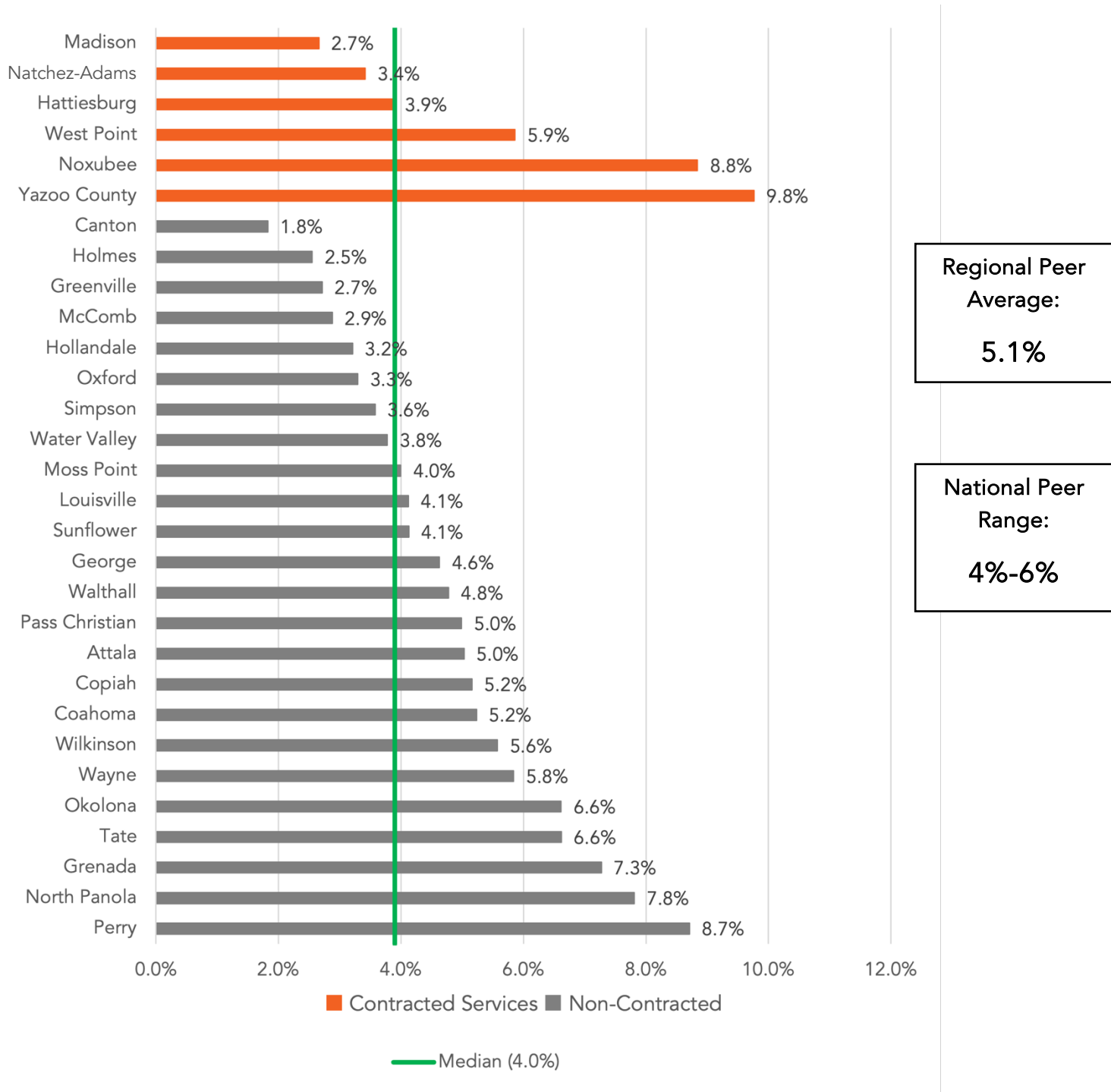


Exhibit 5: Average Annual Cost per Bus Overall

Total transportation costs, divided by total number of buses.

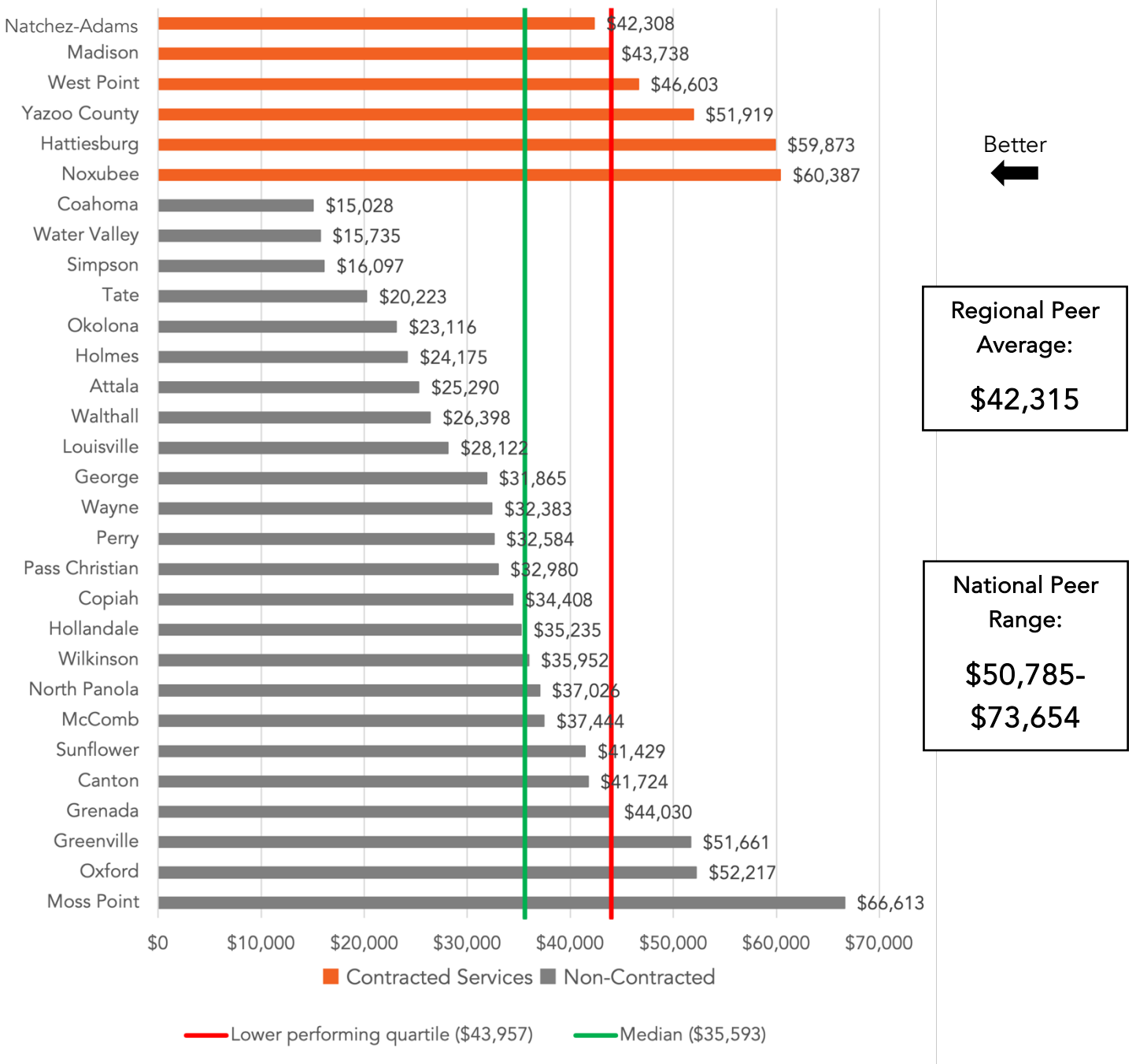
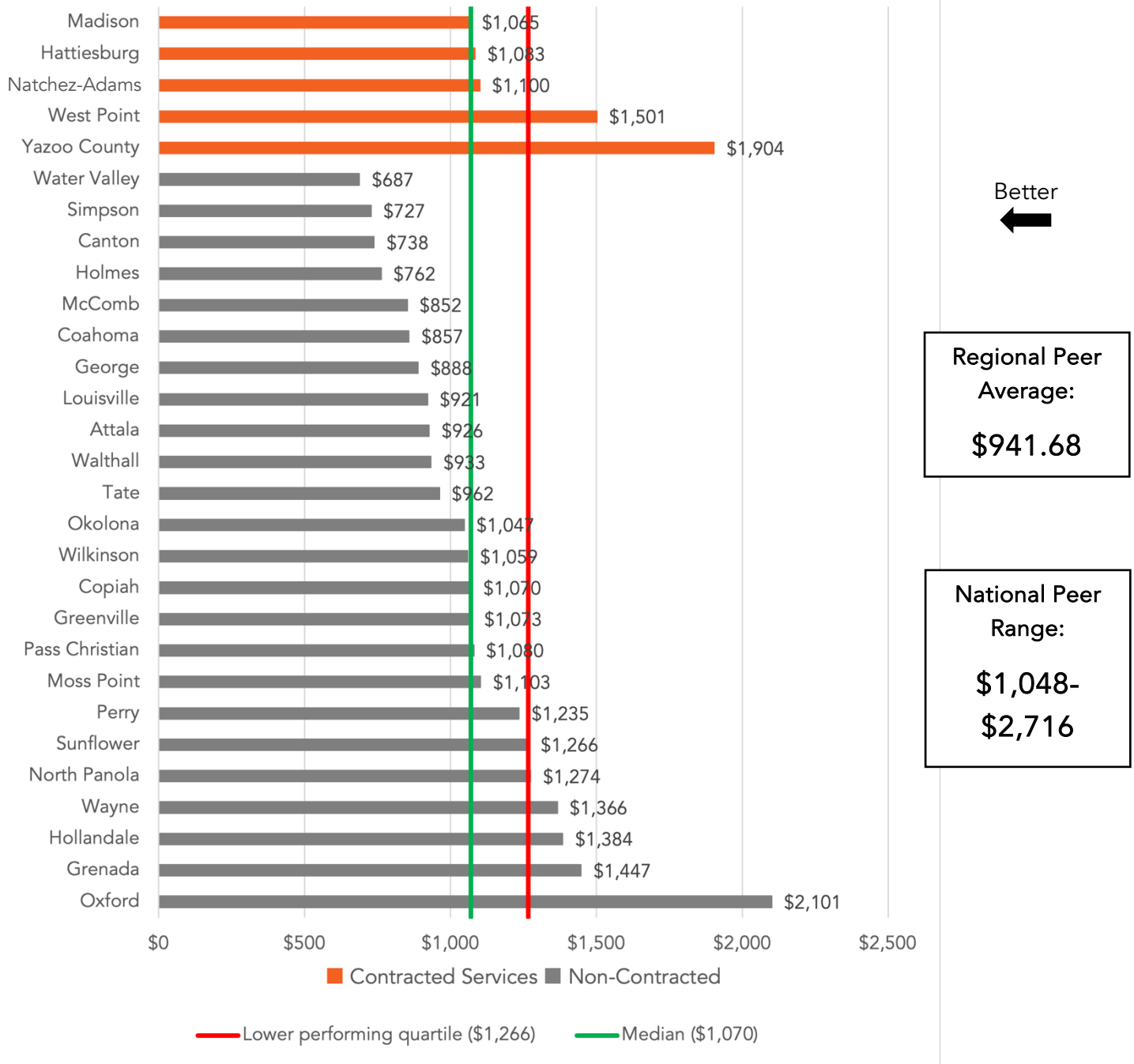


Exhibit 6: Annual Cost per Rider

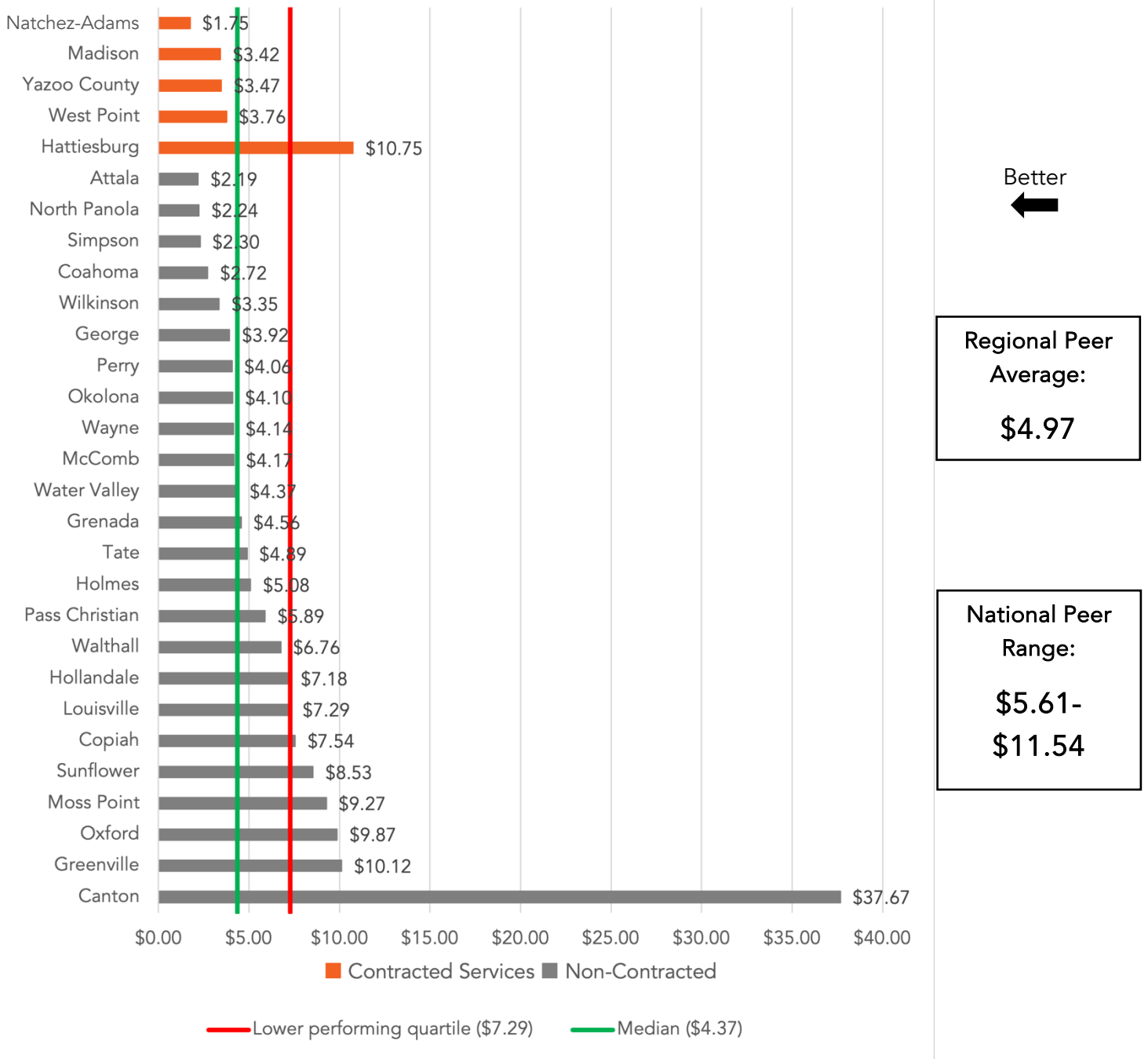
Total transportation costs are divided by the number of riders.



Note: Noxubee data was not provided.

Exhibit 7: Annual Cost per Mile

Total transportation costs are divided by total miles operated.



Note: Noxubee data was not provided.

Note: The assessment team questioned the accuracy of Canton's miles driven and received confirmation by the district.

Exhibit 8: Percentage of Spare Buses

Total spare buses divided by total scheduled for daily routes.

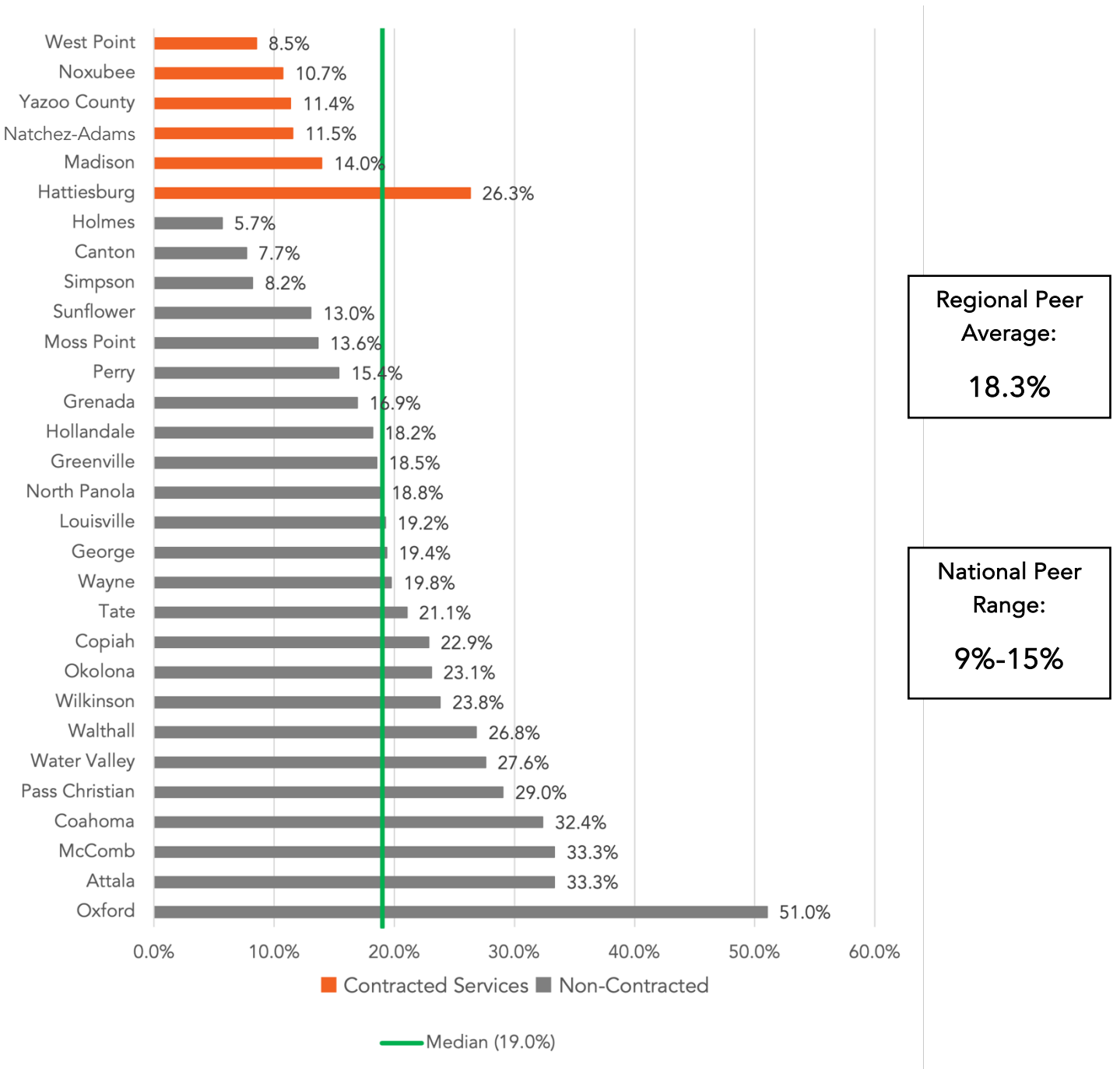
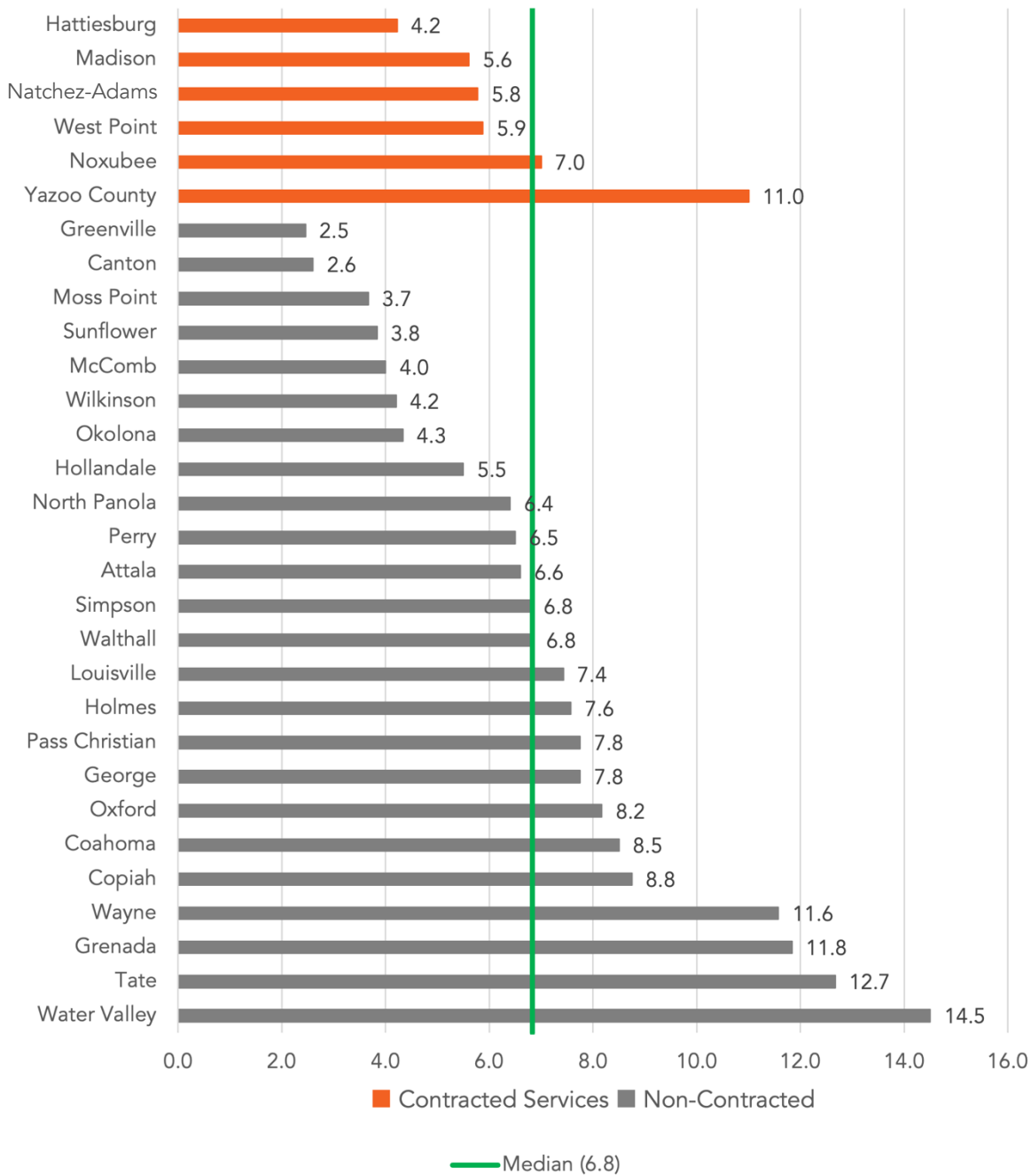


Exhibit 9: Ratio of Buses per School

Total number of buses divided by the total number of schools within the district.



**Regional Peer
Average:
6.97**

**National Peer
Range:
4-7**

Exhibit 10: Ratio of Buses per Mechanic

Total number of buses divided by the total number of maintenance staff.

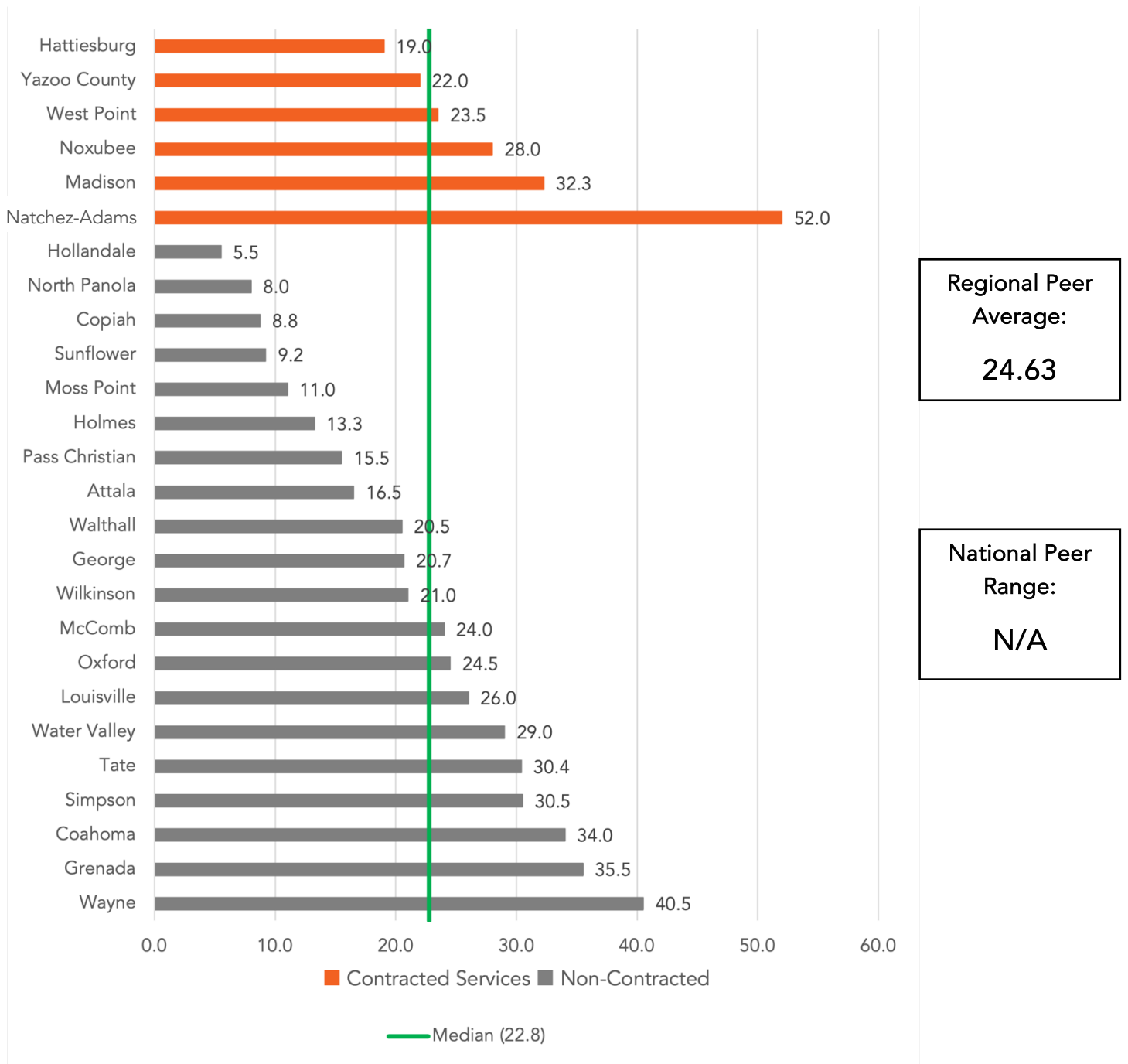
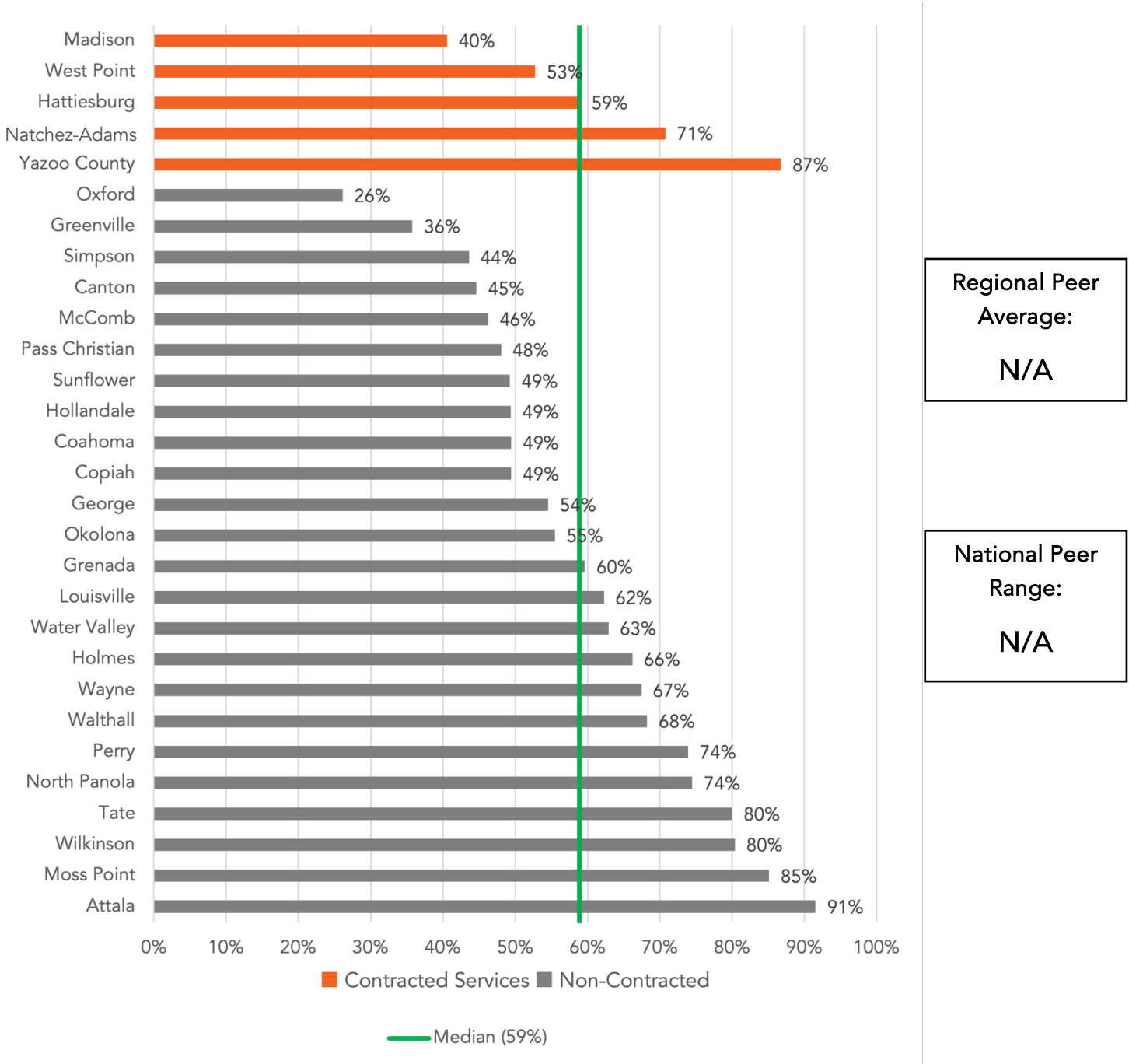


Exhibit 11: Ratio of Student Bus Riders to Total Students

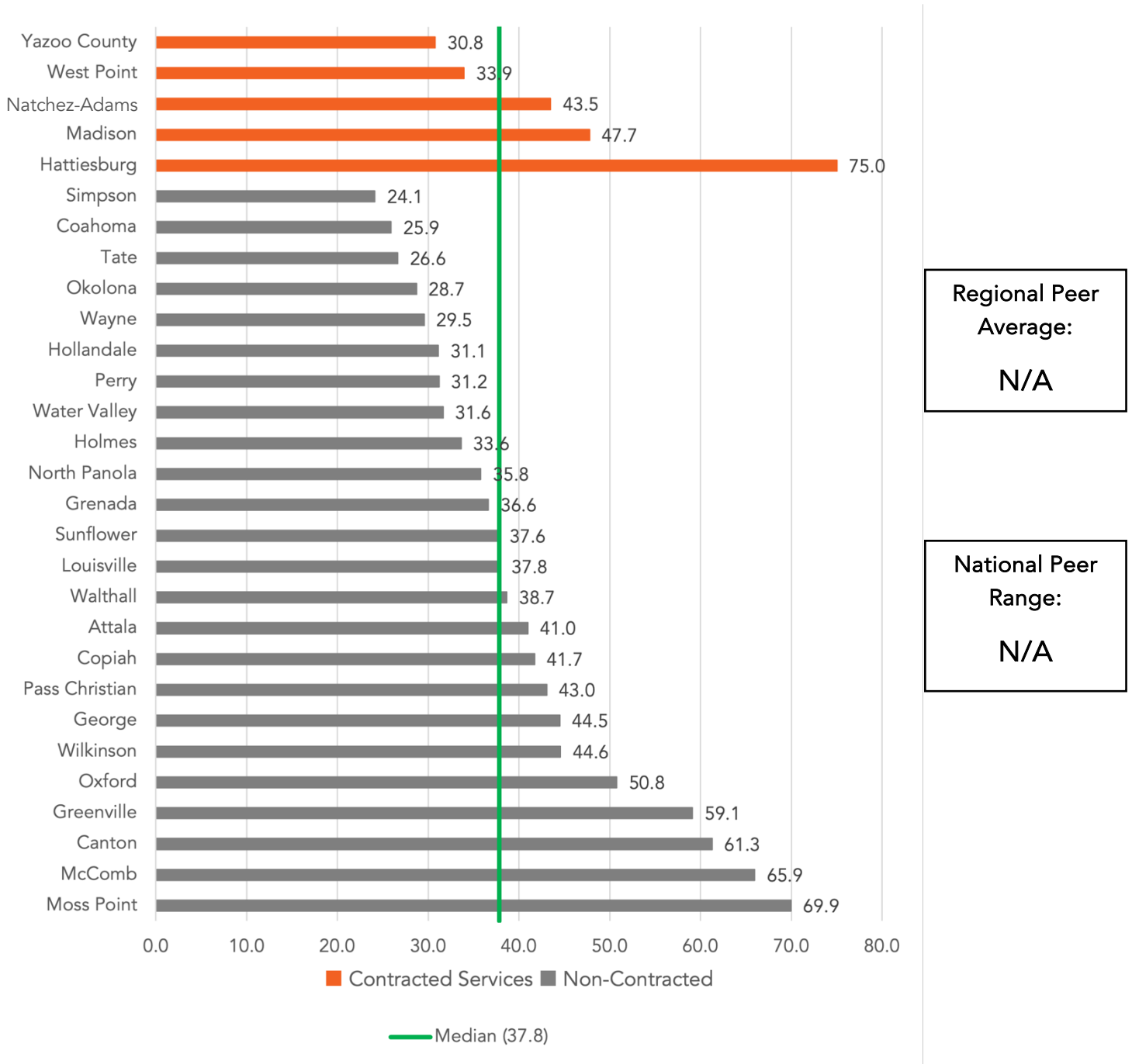
Average number of students transported daily divided by the total number of enrolled students.



Note: Noxubee data was not provided.

Exhibit 12: Ratio of Students per Bus

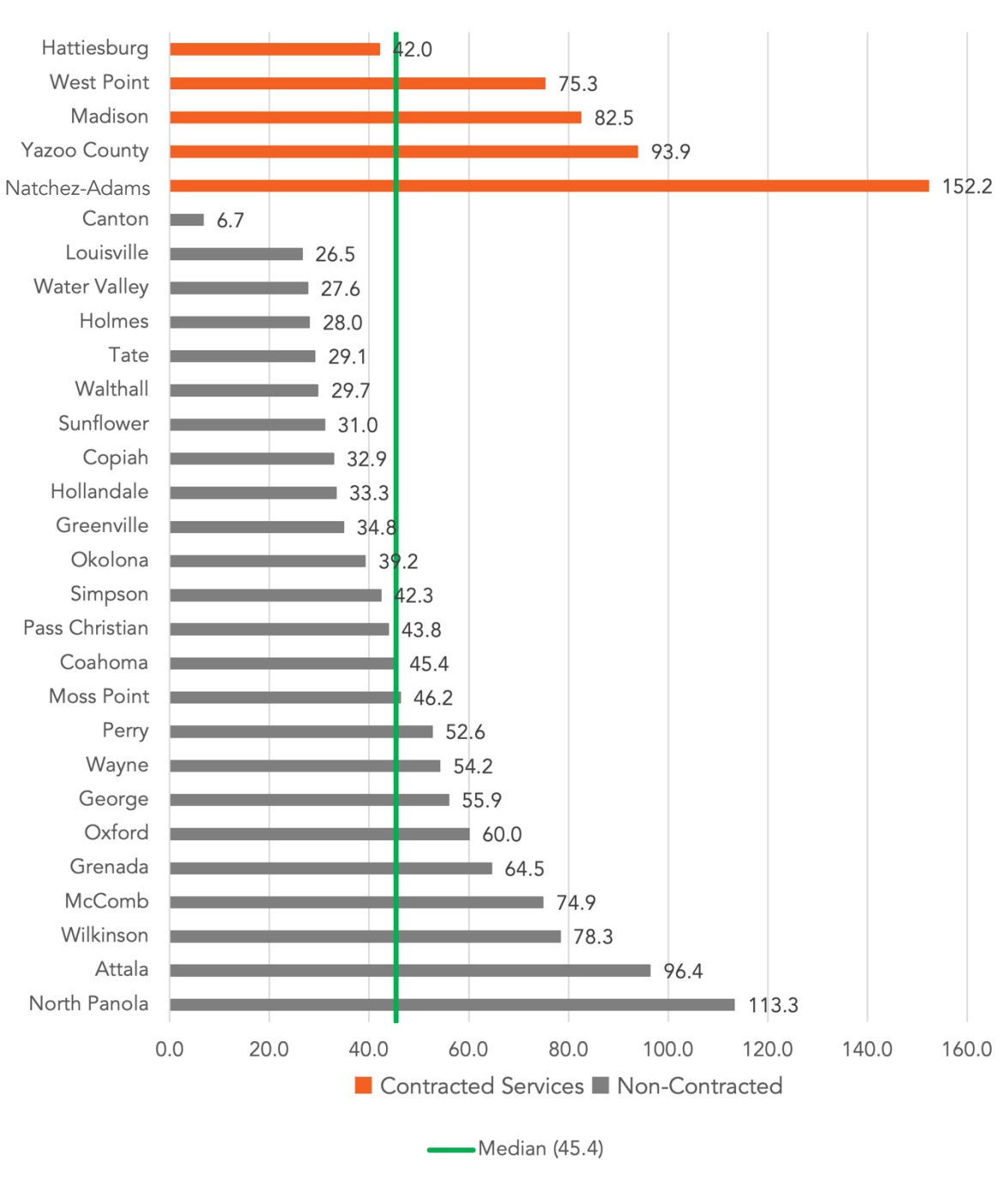
Average number of students transported daily divided by the total number of buses, excluding spares.



Note: Noxubee data was not provided.

Exhibit 13: Ratio of Miles Driven Daily per Bus

Average number of miles driven daily (with and without student riders) divided by the total number of buses excluding spares.



Note: Noxubee data was not provided.

Note: Average number of miles driven daily used to calculate the ratio for Natchez-Adams was based on estimated miles provided by district officials.

APPENDIX A

District Detailed Commendations, Observations, and Potential Opportunities

District Detailed Commendations, Observations, and Potential Opportunities

The regional peer average is based on data collected from Alabama, Tennessee, Mississippi, and Louisiana school districts. National peer ranges are taken from the Council of Great City Schools data.

Attala

The district's transportation program operates a fleet of 22 buses daily, serving five schools. The district has the highest percentage of all reviewed districts of students that ride the bus daily; 91% of students ride the bus daily. The student-to-bus ratio is 41, slightly higher than the state median of 37.8. The district ranks second highest among peers that do not have subcontracted services regarding daily miles per bus (96.4). Additionally, the maximum route time with student riders on the bus was 75 minutes which exceeded the median of state-comparative peers (60 minutes).

Attala has the highest percentage of all reviewed districts of students that ride the bus daily.

Students of all grade levels travel together on these buses. The district uses a combination routing approach in which students are picked up in specific communities and sequentially transported to their respective schools. The district does not utilize routing software or formal guidelines for assigning student seating.

Regarding transportation expenditures, the district's percentage of total expenses is higher than the median of state-comparative peers but falls below the average of regional peers. However, costs per bus, per rider, and per mile are lower than the median or average across all peer groups. The ratio of buses per school is also lower than the state median and the average of regional peers.

The district maintains a percentage of spare buses of 33.3%. The ratio of buses per mechanic is lower than that of comparable state peers, with two mechanics servicing a fleet of 22 daily operational buses and 11 spare buses (33 buses total). This staffing level is necessary to ensure redundancy and the continuity of services during staff absences.

The district's transportation has two substitute bus drivers. The appropriate percentage of substitute bus drivers needed to ensure regular and uninterrupted bus service varies based on district size, number of buses, average absenteeism rate of regular drivers, and route geography. While there is no universal percentage, a commonly recommended guideline is to have a substitute pool comprising approximately 20% of the total number of regular bus drivers. However, this is a general guideline, and each school system should assess its specific needs by analyzing historical data and continuously monitoring driver availability and absenteeism rates.

Canton

Canton's transportation program operates effectively, utilizing 24 buses to support ten schools daily. The district transports approximately 45% (1,470) of students daily. Canton has a high ratio of riders per bus of 61.3, surpassing the state median and ranking as the fourth highest of all reviewed districts. The maximum time students spend on a bus for a single route is 40 minutes, which is below the state median. The district also maintains a low ratio of daily miles driven per bus (6.7), lower than all reviewed districts.¹

Canton has the lowest ratio of daily miles driven per bus of all reviewed districts.

All grade levels ride together. The district does not have formal guidelines for student seating assignments. The district deploys a hybrid routing method in which students are picked up in specific communities and sequentially transported to

¹ The assessment team questioned the accuracy of this number and received confirmation from the district. The district administration should validate this number. One approach that the district can use to validate the number would be to compare it to estimated mileage based on fuel costs. This is done by taking the total annual fuel costs divided by the cost per gallon of fuel to estimate gallons used, then multiply the gallons used by 6 (this is the average number of miles per gallon of a typical school bus). This calculation would give an estimate of total miles based on fuel costs that can be compared to numbers provided to the assessment team.

their respective schools. Additionally, they have six-tiered routes, in which each bus makes multiple trips to drop off groups of students to each school. This method is reasonable due to the proximity of schools and communities with high student population densities.

Bus maintenance services are subcontracted. Despite this, transportation expenditures as a percentage of total district expenses are notably lower than the state median. While the cost per bus and per mile is higher than the average of state peer comparatives, the cost per rider remains lower than the state median and regional average.

The district should further assess the number of spare buses, as it is currently 7.7%, which is well below the state median of 19%. Unexpected maintenance issues may result in service gaps when the number of spares falls below 15 to 20% of the total fleet. The district should consider keeping a few extra buses to increase the number of spares available.

Canton currently does not have substitute bus drivers. While the ideal percentage of substitute drivers can vary depending on factors like district size, number of buses, regular driver absenteeism rates, and route geography, a commonly recommended guideline suggests a substitute pool comprising approximately 20% of the total number of regular bus drivers. It is crucial for the district to evaluate its specific needs by analyzing historical data and continuously monitoring driver availability and absenteeism rates.

Coahoma

With a fleet of 23 buses, it serves four schools daily. Approximately 49% (596) of students are transported daily, resulting in a student-to-bus ratio of 25.9, lower than the state median of 37.8. The district's daily miles per bus is 45.4, which aligns with the state median of 45.4. The maximum route time with student riders on the bus was 90 minutes, exceeding the state median of 60 minutes.

The district does not have formal guidelines for student seating assignments. High school and middle school students share transportation, while elementary school students have separate bus routes. The district employs staggered bell schedules to optimize efficiency, enabling route tiering in which buses transport specific students for each school in sequential order. The district does not utilize routing software.

Regarding transportation expenditures, the district's percentage of total expenses exceeds the median of state-comparative peers and the average of regional peers. The district's transportation program demonstrates cost-effective management. Costs per bus, per rider, and per mile are lower compared to the state median and the regional average. The district maintains a higher ratio of buses per school (8.5) than the state median, which is a direct result of the route tiering approach.

The district has a percentage of spare buses of 32.4%. Currently, one mechanic services the fleet of 23 daily operational buses and 11 spare buses. The ratio of buses per mechanic (34.0) is higher than the state median.

Copiah

The district's transportation program operates a fleet of 27 buses daily to provide transportation services to four schools. Approximately 49% of the students, totaling 1,126, rely on the bus service for daily transportation. The student-to-bus ratio is 41.7, which is higher than the state median. The ratio of buses per school is 8.8, which is also higher than the state median. The maximum route time with students on a bus is 90 minutes, again higher than the state median. However, the daily mileage per bus ratio is lower than the state median, at 32.9 miles.

The district does not utilize formal seating guidelines. The district follows a combination routing approach, in which students from all grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels. Currently, the district does not utilize routing software.

The district's regular bus routes are served by buses with a manufacturing capacity of 72 students. However, due to the combination routes, buses hold 48 students at a time. There may be some variation depending on the percentage of elementary school riders. If a combination route exceeds 48 students, the district should review the situation to ensure that the buses are not overcrowded. Specifically, in the case of Copiah, 17 buses should be reviewed for potential

overcrowding issues. These buses exceed 48 daily riders, and five have over 60 daily riders. The district should assess the routing design to reduce the risk of potential overcrowding and improve overall routing efficiency.

Regarding transportation expenditures, the district's percentage of total expenses is 5.2%, which is higher than the state median, but aligns with the regional average. Costs per bus are below the median/average of all peer groups, and costs per student align with the state median. Costs per mile are higher than the state median and the regional average. The district may find that by staggering school bell schedules, they can reduce the number of buses needed by implementing tiered routes, thus adopting a hybrid transportation model of tiered and combination routes. This approach would be applicable in areas with high student population density. Implementing this approach could lead to a slight decrease in annual expenditures, ranging from \$20,644 to \$61,934. However, it should be noted that there may be other factors beyond the scope of this assessment that could limit the district's ability to implement these improvements.

Currently, the district has four mechanics. The bus to mechanic ratio is 8.8, which is low compared to the state median (22.8). The district should evaluate its staffing levels. The district does not have any substitute bus drivers. It is possible that the high number of mechanics is due to their dual roles as bus drivers or substitute bus drivers. If this is the case, each mechanic's job would be part-time mechanic (0.5 FTE) and part-time bus driver (0.5 FTE), which would equal 2 FTE bus drivers.

The district maintains a fleet of spare buses, which accounts for 22.9% of the total fleet, higher than the state median. This high percentage of spare buses does not have a negative impact on the district.

George

The district's transportation program operates a fleet of 50 buses daily, providing transportation services to eight schools. Approximately 54% of the students (2,224) rely on the bus service daily. The student-to-bus ratio in the district is 44.5, which is higher than the state median of 37.8. The ratio of miles per bus is 55.9 miles, higher than the state median. The district's longest route time with student riders on the bus was 60 minutes, which aligns with the state median.

Students from all grade levels share the buses for their transportation needs. The district has formal guidelines for assigning student seating. To efficiently handle transportation routes, the district primarily employs combination routes. This approach involves picking up students from specific communities and transporting them sequentially to their respective schools. Additionally, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop. The district does not utilize routing software.

Regarding transportation expenditures, the district's percentage of total expenses surpasses the state median, but it falls below the regional average. However, costs per bus, rider, and mile are lower than the state median and regional average. The district maintains a higher ratio of buses per school than the state average, with an average of 7.8 buses per school. This may be attributed to the utilization of shuttle routes.

The district maintains a percentage of spare buses of 19.4%. The ratio of buses per mechanic was 20.7, which is lower than the median of state comparative peers and the average of our regional peers. Currently, three mechanics maintain the fleet of 50 daily operational buses and 12 spare buses.

The district has four substitute bus drivers.

Greenville

The district's transportation program effectively manages a fleet of 22 buses to provide transportation services to 11 schools daily. The ratio of buses per school is 2.5, which is lower than the state median. Approximately 36% of the student population, totaling 1,300, relies on the daily bus service.

The student-to-bus ratio is 59.1, which is above the state median. The daily miles per bus ratio was lower than the median of state peers at 34.8 miles. The district's maximum route time with students is 150 minutes. Unlike other districts being reviewed, this time represents the combined duration of all routes completed by a single bus. In other words, no individual rider spends 150 minutes on the bus; instead, this is the cumulative time riders spend on a bus across multiple routes.

The district does not have established seating guidelines. The district employs staggered school start times and tiered routes based on the attending school to optimize efficiency. Some buses operate multiple routes for specific schools, while other buses are dedicated to serving a single school. The district does not utilize routing software.

Regarding transportation expenses, the district's percentage of total expenses, at 2.7%, was tied for the third lowest of all reviewed districts and was lower than the regional average. However, the costs per bus, amounting to \$51,661, ranked fifth among the state districts and were notably higher than the regional average. The cost per student, \$1,073, aligned with the state median. The cost per mile, currently at \$10.12, exceeded the state median. This can be attributed to the district's tiered routing approach, which influences the daily operating miles and the number of buses needed.

Greenville is tied for the third lowest percentage of total district transportation expenses of all reviewed districts. Greenville also has the fifth highest cost per bus of all reviewed districts.

The district percentage of spare buses is 18.5%. This percentage is slightly lower than the state median. However, this did not adversely affect the district's operations. The district has five substitute drivers, which should be adequate to handle any driver absences caused by illness, personal reasons, or unforeseen circumstances without compromising the quality of service provided.

The district did not employ any mechanics, and the assessment team could not determine how the bus fleet's maintenance was handled. Whether the district relied on subcontracted services or employed an alternative approach for maintaining their buses remains uncertain.

Grenada

The district's transportation program manages a fleet of 59 buses daily to service six schools. Approximately 60% of students (2,160) relies on the bus service for daily transportation. However, the district has not provided any benchmarking process or methods data and has solely offered performance data for evaluation purposes.

The district's student to bus ratio of 36.6 falls below the state median. Conversely, at 11.8, the bus per school ratio is higher than the state median. Additionally, the daily miles per bus ratio is higher than the state median, at 64.5 miles.

The district's percentage of total expenses, at 7.3%, ranks as the fifth highest of all reviewed districts, or third highest when excluding districts that subcontract transportation services. The costs per bus, totaling \$44,030, are higher than the state median and the regional peer average. Similarly, the costs per student, at \$1,447, rank as the fourth highest of all reviewed districts, or second highest when excluding districts that subcontract transportation services. The costs per mile, at \$4.56, are slightly higher than the state median.

Grenada has the fifth highest percentage of total expenses of all reviewed districts. Not including districts that subcontract transportation services, Grenada has the third highest percentage of total expenses.

To improve cost efficiency, the district should examine its transportation routing methods and consider potential changes to bring costs in line with the state median. However, the assessment team lacks sufficient information to provide detailed guidance on exploring specific routing methods. Implementing more efficient routes could yield annual savings ranging from \$497,783 to \$814,320. There may be other factors beyond the scope of this assessment that could limit the district's ability to implement these improvements.

The district currently maintains a fleet of spare buses, which accounts for 16.9% of the total fleet, falling below the state median. Insufficient spare buses may result in service gaps when unexpected maintenance issues arise. Therefore, the district should review its daily operations to determine if an increase in spare buses would enhance service levels.

The district did not provide information on the number of substitute bus drivers available.

The district's ratio of buses per mechanic (35.5) surpasses the state median and the regional peer average. This is attributed to the district relying on two mechanics to service the entire fleet, including the buses in daily operation and the spare buses.

Hattiesburg

Hattiesburg has the highest ratio of riders per bus of all reviewed districts.

The district's transportation program follows a subcontracting model, which five other districts also use. In Hattiesburg's case, the district owns the buses while a third-party contractor manages the drivers and overall operations. The district's transportation program consists of a fleet of 28 buses that serve nine schools daily. Approximately 59% (2,100) of students are transported daily. The district has the highest ratio of riders per bus (75 students) of all the districts. This approach also ensures a maximum ride time of 30 minutes, which is below the state median, and a miles-per-bus ratio of 42 miles, which slightly below the state median (45.4).

Different grade levels travel on separate routes. The contractor utilizes bus routing software. To optimize efficiency, school bell times are staggered to allow for sequential transportation of specific students for each school. Additionally, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop. This routing approach allows the district to maximize the number of daily riders per bus.

Regarding transportation expenditures, the district's percentage of total expenses (3.9%) is lower than the state median and the regional average. However, costs per bus and per mile are higher than the state median and regional average. This is primarily due to the district's tiered routing methods and the geographic density of the student population. These factors have resulted in a reduced number of buses needed and the daily mileage each bus operates—the costs per student amount to \$1,083, slightly higher than the state median (\$1,070). The ratio of buses per school stands at 4.2, which is below the state median and regional average.

The district maintains a percentage of spare buses of 26.3%, slightly exceeding the recommended minimum of 20%. This surplus has not negatively impacted operations. The ratio of buses per mechanic is 19, which is lower than the state median (22.8). Two mechanics service the fleet of 28 daily operational buses and 10 spare buses. This staffing level is necessary to ensure redundancy and service continuity during staff absences.

The district has three substitute bus drivers (10.7%). While there is no universal percentage, it is generally recommended to have a substitute pool comprising approximately 20% of the total number of regular bus drivers. This allows for sufficient coverage in case of driver absences due to illness, personal reasons, or unforeseen circumstances. In Hattiesburg's case, the district may find that, based on the geographic density of students, they can merge or shift routes to address any issues related to an insufficient number of substitute drivers.

Hollandale

The district's transportation program operates a fleet of nine buses daily to provide transportation services to two schools. Approximately 280 students, accounting for 49% of the total, rely on the bus service for daily transportation. The ratio of buses per school is 5.5, which is lower than the state median. The district's student to bus ratio is 31.1, which is also below the state median. The maximum route time with students on a bus is 15 minutes, one of the shortest of all reviewed districts. The daily miles (with and without student riders) per bus ratio is 33.3 miles, which is lower than the state median.

Hollandale has one of the shortest maximum route times of all reviewed districts.

The district employs a combination routing approach in which students from different grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This approach facilitates shared transportation among students from different grades. The district does not utilize formal seating guidelines. The district does not currently use routing software.

Regarding transportation expenses, the district's percentage of total expenses allocated to transportation is 3.2%, which is lower than the state median. The costs per bus amount to \$35,235, slightly below the state median. However, the costs per student (\$1,384) and per mile (\$7.18) are higher than the state median and the regional average.

Given the low rider time and the other operational measures (e.g., cost per student and per mile), the district should reevaluate its current route designs and consider the potential benefits of implementing a tiered routing approach. This approach would involve staggered bell schedules and multiple buses servicing different schools through separate routes. Successfully implementing this approach could reduce daily buses and annual expenditures, resulting in potential cost

savings ranging from \$84,564 to \$126,846. There might be other factors beyond the scope of this assessment that could impede the district's ability to implement improvements.

Currently, the district maintains spare buses at a percentage of 18.2%, which is slightly below the state median. However, this has not adversely affected the district's operations. Currently, the district has two mechanics responsible for servicing the entire fleet, including the buses in daily operation and the spare buses. This results in a bus to mechanic ratio of 5.5, which is lower than the state median (22.8). This suggests that the district should assess its staffing levels, and the mechanics may perform other duties beyond the assessment team's evaluation scope.

The district has three substitute drivers, which should be sufficient to cover any driver absences caused by illness, personal reasons, or unforeseen circumstances without compromising the quality of service provided.

Holmes

The district's transportation program operates a fleet of 50 buses daily to provide transportation services to seven schools. Approximately 1,681 students, accounting for 66% of the total, rely on the bus service for daily transportation. The district's student to bus ratio is 33.6, which is below the state median. The daily miles per bus ratio is 28 miles, which is also lower than the state median. The maximum route time with students on a bus aligns with the median of state-comparative peers at 60 minutes. However, the ratio of buses per school is 7.6, which is higher than the state median.

The district does not use routing software or formal seating guidelines. The district employs a combination routing approach in which students from different grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This approach facilitates shared transportation among students from different grades. Additionally, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

The district's percentage of total expenses allocated to transportation is 2.5%, which is the second lowest percentage of all reviewed districts. The costs per bus (\$24,175) and costs per student (\$762) were below the state median. However, the cost per mile (\$5.08) was higher than the state median and the regional average.

Holmes has the second lowest percentage of total expenses allocated to transportation of all reviewed districts.

The district currently possesses a percentage of spare buses of 5.7%, which is lower than the state median. Currently, the district employs four mechanics tasked with servicing the entire fleet, encompassing both the buses in regular operation and the spare buses. This arrangement yields a bus to mechanic ratio of 13.3, which is lower than the state median (22.8). This indicates the need for the district to evaluate its staffing levels, as the mechanics may have additional responsibilities beyond what was assessed by the evaluation team.

Additionally, the district does not have substitute bus drivers. The assessment team found it unclear how the district handles service disruptions caused by unexpected maintenance problems or absenteeism. The district may address these issues by temporarily consolidating routes, particularly those with fewer than 30 riders. It is advisable for the district to thoroughly evaluate its daily operations to determine if the limited number of spare buses and the absence of substitute bus drivers are hindering service levels.

Louisville

The district's transportation program operates a daily fleet of 42 buses, providing transportation services to seven schools. Approximately 62% of the students, totaling 1,588, rely on the bus service daily. The student-to-bus ratio is 37.8, which aligns with the state median. However, the ratio of buses per school is 7.4, higher than the state median and regional average. The maximum route time with students on a bus is 80 minutes, higher than the state median of 60 minutes.

The district utilizes routing software to optimize efficiency. The district employs a combination routing approach, in which students from all grade levels are picked up in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels.

Regarding transportation expenditures, the district's percentage of total expenses is 4.1%, slightly higher than the state

Louisville drives the second-lowest number of miles per day of all reviewed districts.

median but still below the regional average. Costs per bus and student rider are lower than the state median and regional average. Cost per mile is higher than the state median and regional average. This is primarily due to the district's geographic density of the student population. The district drives the second-lowest number of miles daily by bus (26.5) of all reviewed districts.

The district maintains a fleet of spare buses amounting to 19.2%, which aligns with the median of state-comparative peers (19%). The ratio of buses per mechanic (26) is higher than the state median. Currently, two mechanics are responsible for servicing the fleet of 42 operational buses daily and ten spare buses. This staffing level is necessary to ensure redundancy and service continuity during staff absences.

There are six substitute bus drivers (14.3%) available. The appropriate percentage of substitute bus drivers required varies based on district size, number of buses, average absenteeism rate of regular drivers, and route geography. While there is no universal percentage, it is generally recommended to have a substitute pool comprising approximately 20% of the total number of regular bus drivers. This allows for sufficient coverage in case of driver absences due to illness, personal reasons, or unforeseen circumstances. The district may consider merging or shifting routes based on the geographic density of students to address any issues related to insufficient substitute drivers.

Madison

The district's transportation program uses a subcontracting model, a method employed by five other districts. The district's transportation program includes a fleet of 111 buses that serve 23 schools daily, transporting approximately 40% (5,300) of students. This routing approach enables the district to achieve a higher ratio of daily riders per bus (47.7) than the state median. The maximum route time with students on a bus (90 minutes) is higher than the state median. Additionally, the district operates its buses for 82.5 miles per day per bus, which is higher than the state median.

The contractor employs bus routing software and adheres to formal seating guidelines for students. To maximize efficiency, the district has staggered school bell times, allowing for a combination of tiered and combination routing methods. This arrangement separates elementary students into different routes while middle and high school students travel together.

Regarding transportation expenses, the district's percentage of total expenses, at 2.7%, was tied for the third lowest of all reviewed districts and was lower than the regional average. This percentage is also the lowest among contracted transportation services. While the costs per bus are higher than the state median and the regional average, the cost per student and per mile are lower, primarily due to the number of daily miles operated. The district's ratio of buses per school is 5.6, which falls below the state median and the regional average.

Madison's percentage of total expenses, at 2.7%, was tied for the third lowest of all reviewed districts and was lower than the regional average. This percentage is also the lowest among contracted transportation services.

The district maintains a fleet of spare buses that accounts for 14% of the total fleet, which is lower than the state median. Insufficient spare buses can lead to service gaps when unexpected maintenance issues arise. The district should review its daily operations to determine if slightly increasing the number of spare buses would improve service levels. The district has a higher ratio of buses per mechanic (32.3) compared to similar state peers, as four mechanics are responsible for servicing the daily operational fleet of 111 buses and 18 spare buses.

It was observed that the third-party contractor does not currently employ substitute bus drivers. The assessment team could not find information regarding how the third-party contractor addresses issues related to absent drivers. The district should assess its needs by analyzing historical data and consistently monitoring driver availability and absenteeism rates. This will help determine whether the approach used by the subcontractor is effectively minimizing disruptions and ensuring reliable student transportation services.

McComb

The district did not address benchmarking inquiries concerning its processes and methods. The district supplied the requested performance data. The district operates a fleet of 16 buses daily, providing transportation services to six schools.

Approximately 1,055 students, accounting for 46% of the total student population, depend on the daily bus service. The student-to-bus ratio stands at 65.9, which is higher than the state median. The ratio of buses per school is four, lower than the median or average of all peer groups for comparison. The ratio of miles per bus (74.9) is higher than the state median.

Based on the provided route data, the district employs a tiered routing approach involving staggered school start times. This allows for separate bus routes based on the attending school, with each bus, making multiple runs catering to students from a specific school.

Regarding transportation expenditures, the district's percentage of total expenses allocated to transportation (2.9%) is lower than the state median. However, the costs per bus (\$37,444) are higher than the state median (\$35,593). This can primarily be attributed to the district's tiered routing methods, which reduce the need for buses. Cost per rider (\$852) is lower than the state median (\$1,070), and the cost per mile (\$4.17) aligns with the state median (\$4.37).

The district maintains a fleet of spare buses that accounts for 33.3% of the entire fleet, which surpasses the recommended minimum of 20%. However, this surplus has not adversely affected operations. The district has a higher ratio of buses per mechanic (24) compared to the state median. This is because the district has one mechanic responsible for servicing the entire fleet, including the buses in daily operation and the spare buses.

No information was provided regarding the number of substitute bus drivers.

Moss Point

The district's transportation program operates a fleet of 19 buses daily to provide transportation services to six schools.

Moss Point has the second highest student to bus ratio of all reviewed districts.

Approximately 85% of the students, totaling 1,329, rely on the bus service daily. The student to bus ratio is 69.9, which is higher than the state median and the second highest of all reviewed districts. The ratio of buses per school is 3.7, which is lower than the state median and regional average. The ratio of miles per bus (46.2) is higher than the state median (45.4).

Formal guidelines are in place for seating students. High school and middle school students ride together, while elementary school students ride separately. Currently, the district does not use routing software. The district employs a hybrid routing approach, utilizing staggered school start times and tiered routes based on the attending school. This allows for multiple runs catering to students from a specific school, while some routes are dedicated to a single school. In addition, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop. The maximum route time with students on a bus is 60 minutes.

Regarding transportation expenses, the district's percentage of total expenses (4.0%) aligns with the state median and is below the regional average. The costs per bus, mile, and student are higher than the state median and regional average. The cost per bus is the highest of all reviewed districts. This is mainly due to the district's tiered routing methods and the population density of the student body, which have reduced the number of buses needed and the daily mileage each bus operates—the costs per student amount to \$1,103, which is higher than the state median. The ratio of buses per school is 3.7, which is below the state median and regional average.

Moss Point has the highest cost per bus of all reviewed districts.

The district maintains a fleet of spare buses, which accounts for 13.6% of the total fleet, which is lower than the state median. Insufficient spare buses can lead to service gaps when unexpected maintenance issues arise. The district should review its daily operations to determine if a slight increase in spare buses would improve service levels. The district has a low ratio of buses per mechanic (11) compared to the state median. This is because the district relies on two mechanics to service the entire fleet, including the buses in daily operation and the spare buses.

The district has one substitute bus driver. It is recommended to have a substitute pool comprising approximately 20% of the total number of bus drivers, considering factors such as district size, the number of buses, regular driver absenteeism rates, and route geography. The district should assess its needs by analyzing historical data and continuously monitoring driver availability and absenteeism rates.

Natchez-Adams

The district's transportation program operates using a subcontracting model, a method employed by five other districts. The district's transportation program includes a fleet of 46 buses that serve nine schools daily, transporting approximately 71% (2,000) of students. The maximum route time with students on a bus (90 minutes) is higher than the state median. This time represents the combined duration of all routes completed by a single bus. In other words, no individual rider spends 90 minutes on the bus; this is the cumulative time riders spend on a bus across multiple routes. The same principle applies to the ratio of miles per bus, which is 152.2. This mileage figure encompasses all route tiers and represents the highest ratio of miles per bus of all reviewed districts.

The contractor employs bus routing software and does not apply formal seating guidelines for students. The district has staggered school bell times to maximize efficiency, allowing for tiered routing methods. This arrangement separates elementary students into different routes while middle and high school students travel together. This routing approach allows the district to achieve a higher ratio of daily riders per bus (43.5) than the state median.

Natchez-Adams has the highest ratio of miles per bus of all reviewed districts.

Regarding transportation expenses, the district's percentage of total expenses (3.4%) is lower than the state median and is the second lowest among contracted transportation services. While the costs per bus were higher than the state median and the regional average, the costs per mile were lower, primarily due to the more significant number of daily miles operated. Also, costs per student (\$1,100) were higher than the state median and the regional average.

The district maintains a fleet of spare buses that accounts for 11.5% of the total fleet, lower than the state median. Insufficient spare buses can lead to service gaps when unexpected maintenance issues arise. The district should review its daily operations to determine if slightly increasing the number of spare buses would improve service levels.

Natchez-Adams has the highest ratio of buses per mechanic of all reviewed districts.

The district has the highest ratio of buses per mechanic (52) of all reviewed districts. One mechanic is responsible for servicing the daily operational fleet and spare buses. The district should evaluate whether this workload level for a single mechanic is approaching a threshold that

may lead to service disruptions. The subcontracting company may already have contingency plans; however, these were not provided to the assessment team.

It was observed that the third-party contractor does not currently employ substitute bus drivers. The assessment team could not find information regarding how the third-party contractor addresses issues related to absent drivers. The district should assess its needs by analyzing historical data and consistently monitoring driver availability and absenteeism rates. This will help determine whether the approach used by the subcontractor is effectively minimizing disruptions and ensuring reliable student transportation services.

North Panola

The district's transportation program manages a fleet of 26 buses daily to service five schools. Approximately 74% of students (930) rely on the bus service for daily transportation. However, it is important to note that the district has not provided any benchmarking process, methods, or detailed route data and has solely offered performance data for evaluation purposes.

Regarding the student-to-bus ratio, the district's ratio of 35.8 falls slightly below the state median. Conversely, at 113.3, the daily miles per bus ratio is higher than the state median. This ratio is the second highest of all reviewed districts. Additionally, the ratio of buses per school is lower than the state median of state peers.

Regarding transportation expenses, the district's percentage of total expenses, at 7.8%, ranks as the fourth highest among all state-comparative peers or second highest when excluding districts that subcontract transportation services. The costs per bus, totaling \$37,026, were higher than the state median and below the regional peer average. However, the costs per student, at \$1,274, were higher than the median of state-comparative peers. The cost per mile, at \$2.24, was the third lowest of state-comparative peers.

To improve cost efficiency, the district should thoroughly examine its transportation routing methods and consider potential changes to bring costs in line with the state median. However, the assessment team lacks sufficient information to provide detailed guidance on exploring specific routing methods. Implementing more efficient routes could yield annual savings ranging from \$189,720 to \$308,760. It should be acknowledged that there may be other factors beyond the scope of this assessment that could limit the district's ability to implement these improvements.

The district currently maintains a fleet of spare buses, which accounts for 18.8% of the total fleet, aligning with the state median.

Unfortunately, the district did not provide information on the number of substitute bus drivers available.

The district has four mechanics serving the entire fleet, including the buses in daily operation and the spare buses. The current fleet size results in a bus-to-mechanic ratio of 8.0, which is lower than the state median. The district should evaluate its staffing levels. The district does not have any substitute bus drivers. It is possible that the high number of mechanics is due to their dual roles as bus drivers or substitute bus drivers. If this is the case, the current staffing levels may amount to 0.5 Full Time Equivalent (FTE) for each, resulting in two FTEs.

Noxubee

The district's transportation program operates using a subcontracting model, a method employed by five other districts. The district's transportation program includes a fleet of 25 buses that serve four schools daily. The fleet is composed of a mix of school system-owned and contractor-owned buses. The maximum route time with students on a bus was 90 minutes, above the median of state-comparative peers. The student-to-bus ratio and the ratio of miles per bus could not be calculated due to missing information. The ratio of buses per school is 7, slightly higher than the median/average of all comparison peer groups.

Unlike the other five districts reviewed, Noxubee could not provide detailed routing information, the number of students transported daily, and the number of daily miles driven. This missing information reduced the level of analysis that the assessment team could perform.

The contractor employs bus routing software, but the routing methods deployed by the sub-contractor were not disclosed. To maximize efficiency, the district has staggered school bell times. Students from all grades ride together. The district utilizes formal seating guidelines for students.

Noxubee could not provide detailed routing information, the number of students transported daily, and the number of daily miles driven.

Regarding transportation expenses, the district's percentage of total expenses (8.8%) was the third highest of all reviewed districts and higher than the regional average. The costs per bus (\$60,387) were the second highest of all reviewed districts and higher than the regional average. Cost per mile or student could not be calculated.

Noxubee has the second highest cost per bus of all reviewed districts.

The district maintains a fleet of spare buses, which accounts for 10.7% of the total fleet, which is lower than the state median. Insufficient spare buses can lead to service gaps when unexpected maintenance issues arise. The district should review its daily operations to determine if an increase in spare

buses would improve service levels.

The district has a ratio of buses per mechanic (28) that is higher than the state median and the regional peer average. This is because the district relies on one mechanic to service the entire fleet, including the buses in daily operation and the spare buses.

Additionally, it was observed that the third-party contractor does not currently employ substitute bus drivers. The assessment team could not find information regarding how the third-party contractor addresses issues related to absent drivers. The district should assess its needs by analyzing historical data and consistently monitoring driver availability and absenteeism rates. This will help determine whether the approach used by the subcontractor is effectively minimizing disruptions and ensuring reliable student transportation services.

The district should require more operational information from its third-party contractor to ensure proper stewardship of student transportation services. Based on the limited information, the district should either work with its current contractor to review and reduce costs or seek another transportation services provider. If the district could align its transportation costs with state or regional peers, it could save \$707,665 to \$918,052 annually. It should also be noted that three of the five other districts contracting transportation services have expenditures as a percentage of the budget below the state median and the regional average.

Okolona

The district's transportation program operates a fleet of 10 buses daily to provide transportation services to three schools. Approximately 287 students, accounting for 55% of the total, rely on the bus service for daily transportation. The district's student to bus ratio is 28.7, which below the state median. The ratio of buses per school is 4.3, which is also lower than the state median. The maximum route time with students on a bus is 45 minutes, and the daily miles per bus ratio is 39.2 miles; both are below the state median.

The district employs a combination routing approach in which students from different grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This approach facilitates shared transportation among students from different grades. The district does not use routing software or formal seating guidelines.

Regarding transportation expenses, the district allocates 6.6% of total expenses to transportation, which is higher than the state median. Low overall expenditure rate refers to the district's total expenditures across all budget categories. The costs per bus are recorded at \$23,116, which is lower than the state median and the regional average. The costs per student (\$1,047) is below the state median and above the regional average. The cost per mile (\$4.10) falls below the state median and the regional average.

Currently, the district maintains a percentage of spare buses of 23.1%, which is higher than the state median. This has not adversely affected the district's operations. The district has zero mechanics maintaining the fleet. The assessment team could not determine how maintenance services were being carried out. The district should assess how bus maintenance activities are occurring.

The district does not currently employ substitute bus drivers. The assessment team could not find information regarding how the district addresses issues related to absent drivers. The district should assess its needs by analyzing historical data and consistently monitoring driver availability and absenteeism rates. This will help determine whether the current approach effectively minimizes disruptions and ensures reliable student transportation services.

Oxford

The district's transportation program operates a fleet of 24 buses daily to provide transportation services to six schools. Approximately 26% of the students, totaling 1,218, rely on the bus service daily. The maximum route time with students on a bus is 60 minutes. The student-to-bus ratio is 50.8, which is higher than the state median. The ratio of buses per school is 8.2, which is also higher than the state median. The ratio of miles per bus is 60, which is higher than the state median.

The district utilizes bus routing software and formal seating guidelines for students. The district employs a hybrid routing approach, utilizing staggered school start times and both tiered and combination routes. In combination bus routes, all grade levels are picked up in a community and then dropped off at appropriate schools sequentially. Tiered bus routes allow for separate bus routes based on the school of attendance, one bus making several runs each run with students unique to a school. High school and middle school students ride together, while elementary school students ride separately.

Regarding transportation expenses, the district's allocation of total expenses towards transportation stands at 3.3%, which is below the state median and the regional average. The costs per bus are recorded at \$52,217, which is higher than the state median and the regional average. The costs per student (\$2,101) were the

Oxford has the highest cost per student of all reviewed districts.

highest of all reviewed districts, and costs per mile (\$9.87) were the fourth highest of all reviewed districts and higher than the regional average.

The district should evaluate the current routing efficiency to see if routes could be improved to reduce overall transportation costs. If the district could align its costs with the state median, the district could realize a potential annual savings of \$31,330 to \$181,981.

Oxford has the highest percentage of spare buses of all reviewed districts.

Currently, the district possesses a surplus of buses, accounting for 51% of the overall fleet, surpassing all other districts. The evaluation team verified this percentage and received confirmation from the school district. The district should contemplate reducing the surplus of buses by selling them

to districts in need of additional buses, which has the potential to yield a one-time revenue ranging from \$105,000 to \$210,000. The exact amount will be contingent upon the age and condition of the buses being sold and could be less than what is stated.²

Within the district, there are two mechanics responsible for maintaining the entire fleet, including both daily operating buses and spare buses. The ratio of buses to mechanics is 24.5, which is higher than the state median (22.8). The comparatively large number of spare buses raises this ratio above the state median. If the district takes action to reduce the overall number of buses in daily operation and the spare fleet, it would be prudent to review the staffing levels accordingly.

The district does not currently employ substitute bus drivers. The assessment team could not find information regarding how the district addresses issues related to absent drivers. The district should assess its needs by analyzing historical data and consistently monitoring driver availability and absenteeism rates. This will help determine whether the current approach effectively minimizes disruptions and ensures reliable student transportation services.

Pass Christian

The district's transportation program operates a fleet of 22 buses daily to provide transportation services to four schools. Approximately 48% of the students, totaling 947, depend on the bus service for daily transportation. The student-to-bus ratio is 43, which is higher than the state median. The ratio of buses per school is 7.8, which is higher than the state median and the regional average. The maximum route time with students on a bus is 120 minutes, which is higher than the state median (60 minutes).

To optimize efficiency, the district utilizes routing software. The district employs a combination routing approach, in which students from all grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels.

Regarding transportation expenditures, the district's percentage of total expenses is 5.0%, which is higher than the state median but still below the regional average. Costs per bus are lower than the state median, and costs per student are above the state median. Costs per mile are higher than the state median, mainly due to the district's high population density.

The district's ratio of miles per bus is 43.8, which is lower than the state median. Given the high ratio of buses per school, the long maximum route time with students, and the geographic density of the student population, the district should review its current route designs and consider enhancing them through a hybrid tiered/combo route approach. This approach could improve the student rider experience and slightly decrease annual expenditures, ranging from \$48,590 to as high as \$95,647. It should be noted that there may be other factors beyond the scope of this assessment that could limit the district's ability to implement improvements.

² According to MISS. CODE ANN. Section 37-41-101 (1972), a school district proposing to sell a bus that is no longer needed and a school district that wishes to purchase the bus must agree on a fair and reasonable price. The agreement must be spread upon the minutes of the boards of the respective school districts and is subject to approval by the Mississippi Department of Education.

The district maintains a percentage of spare buses of 29%, which is higher than the state median. This does not have a negative impact on the district. The district has a ratio of buses per mechanic of 15.5, which is lower than the state median. The district relies on two mechanics to service the fleet, including the buses in daily operation and the spare buses.

The district has one substitute bus driver. It is generally recommended to have a substitute pool comprising approximately 20% of the total number of bus drivers, considering factors such as district size, the number of buses, regular driver absenteeism rates, and route geography. The district should assess its needs by analyzing historical data and continuously monitoring driver availability and absenteeism rates.

Perry

The district's transportation program operates a fleet of 22 buses daily to provide transportation services to four schools. Approximately 74% of the students, totaling 686, depend on the bus service for daily transportation. The student-to-bus ratio is 31.2, which is lower than the state median. The ratio of buses per school is 6.5, which is below the state median and the regional average. The maximum route time with students on a bus is 60 minutes which aligns with the state median. The district's ratio of miles per bus is 52.6 miles, which is higher than the state median.

The district does not utilize routing software or formal seating guidelines. The district employs a combination routing approach, in which students from all grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels. In addition, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

Perry has the third highest percentage of total expenses allocated to transportation of all reviewed districts. Perry has the highest percentage of all reviewed districts when excluding districts that utilize a contracted transportation service.

Regarding transportation expenditures, the district's percentage of total expenses is 8.7%, which is the third highest percentage of all reviewed districts, and the highest of all reviewed districts when excluding districts that use a contracted transportation service. Costs per bus are lower than the state median, and cost per mile is lower than the state median. Costs per student are higher than the state median.

Given the low ratio of daily riders and the high ratio of daily miles per bus, the district should review its current route designs and consider enhancing them through a hybrid tiered/combination route approach. This approach would involve staggering bell schedules but could decrease annual expenditures, ranging from \$113,190 to \$201,684. There may be other factors beyond the scope of this assessment that could limit the district's ability to implement improvements.

The district maintains a fleet of spare buses, which accounts for 15.4% of the total fleet, lower than the median of state-comparative peers. Insufficient spare buses can lead to service gaps when unexpected maintenance issues arise. The district should review its daily operations to determine if a slight increase in spare buses would improve service levels.

The district has zero mechanics maintaining the fleet. The assessment team could not determine how maintenance services were being carried out. The district should assess how bus maintenance activities are occurring and their cost exposure versus having staff mechanics.

The district has enough substitute drivers to ensure sustainable daily operations.

Simpson

The district's transportation program operates a fleet of 56 buses daily to provide transportation services to nine schools. Approximately 44% of the students, totaling 1,350, rely on the bus service daily. The district's student to bus ratio is 24.1, which is below the state median. The daily miles per bus ratio is 42.3 miles, which is also below the state median. The ratio of buses per school is 6.8, which aligns with the state median. The maximum route time with students on a bus is 60 minutes, which aligns with the state median.

Currently, the district does not use routing software. The district employs a combination routing approach, in which all grade levels are picked up in a community and then dropped off at appropriate schools sequentially, which can benefit certain situations. In addition, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

In relation to transportation expenses, the district allocates 3.6% of total expenses towards transportation, which is below the state median. This percentage is the result of the district's relatively low overall expenditure rate. Specifically, the district's cost per bus (\$16,097), cost per student (\$727), and cost per mile (\$2.30) are all lower than the respective state medians.

The district currently maintains a fleet of spare buses, which accounts for 8.2% of the total fleet, falling below the state median. The district should review its daily operations to determine if a slight increase in spare buses would enhance service levels.

Currently, the district has two mechanics responsible for servicing the entire fleet, including the buses in daily operation and the spare buses. This results in a bus-to-mechanic ratio of 30.5, which is higher than the state median. This suggests that the district should assess its staffing levels in conjunction with the sustainability of daily services to ensure that no staffing adjustments need to be made.

The district has 6.5 substitute drivers, which should be sufficient to cover any driver absences caused by illness, personal reasons, or unforeseen circumstances without compromising the quality of service provided.

Sunflower

The district's transportation program operates a fleet of 40 buses daily to provide transportation services to 12 schools. Approximately 49% of the students, totaling 1,505, rely on the bus service daily. Regarding the student-to-bus ratio, the district's ratio is 37.6, which aligns with the state median. The daily miles per bus ratio is 31 miles, which is lower than the state median. The ratio of buses per school is 3.8, which is below the state median. The maximum route time with students on a bus is 50 minutes, which is below the state median (60 minutes).

Currently, the district does not use routing software. Due to the district's low geographic density of students, the district employs a hybrid routing approach utilizing mainly a combination routing approach, in which all grade levels are picked up in a community and then dropped off at appropriate schools sequentially, which can benefit certain situations. School bell times are staggered, allowing for six-tiered routes, which involve a bus making several runs, each with students unique to a school. In addition, some shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

In relation to transportation expenses, it is noteworthy that the district's allocation of total expenses towards transportation stands at 4.1%, which aligns with the state median and is below the regional average. The costs per bus are \$41,429, which is higher than the state median but below the regional average. The costs per student (\$1,266) and per mile (\$8.53) are above the respective state medians and the regional averages.

The district currently maintains a percentage of spare buses of 13%, which is below the state median. Insufficient spare buses may result in service gaps when unexpected maintenance issues arise. Therefore, the district should review its daily operations to determine if a slight increase in spare buses would enhance service levels.

Currently, the district has five mechanics serving the entire fleet, including the buses in daily operation and the spare buses. The current fleet size results in a bus to mechanic ratio of 9.2, which is below the state median (22.8). This indicates that the district should evaluate its staffing levels.

The district does not have any substitute bus drivers. It is possible that the high number of mechanics is due to their dual roles as bus drivers or substitute bus drivers. If this is the case, each mechanic's job would be part-time mechanic (0.5 FTE) and part-time bus driver (0.5 FTE), which would equal 2.5 FTE bus drivers.

Tate

The district's transportation program operates a fleet of 60 buses daily to provide transportation services to six schools. Approximately 80% of the students, totaling 1,598, rely on the bus service daily. The district's student to bus ratio is 26.6, which is below the state median. The daily miles per bus ratio is 29.1 miles, which is lower than the state median. The ratio of buses per school including spares is 12.7, which is above the state median and the second highest of all reviewed districts. It should be noted that in reviewing

Tate has the second highest ratio of buses per school of all reviewed districts.

the provided route details, 15 buses are servicing less than 30 riders each per day. The maximum route time with students on a bus is 60 minutes.

Currently, the district does not use routing software but does utilize formal guidelines for seating students. The district utilizes a combination routing approach, in which all grade levels are picked up in a community and then dropped off at appropriate schools sequentially.

Regarding transportation expenses, the district allocates 6.6% of its total expenses to transportation, which is higher than the state median and the regional average. The cost per mile (\$4.89) is higher than the state median but lower than the regional average. The cost per bus is \$20,223, which is lower than the state median and the regional average. The cost per student (\$962) is below the state median.

Based on 15 buses having less than 30 riders each per day and a low ratio of daily miles per bus, the district should explore potentially moving to a hybrid route model in which school bell schedules are staggered to allow for some route tiering, which involves a bus making several runs, each with students unique to a school. This approach may allow for some reduction in overall buses, resulting in annual savings of \$72,802 to \$121,338.

The district maintains an adequate fleet of spare buses, accounting for 21.1% of the total fleet.

The district currently does not utilize substitute bus drivers. However, it remains unclear how the district is handling driver absences. One possibility is that the district consolidates routes, which could improve ridership rates. The district should assess this situation and consider it when exploring opportunities to enhance route efficiency.

The district has 2.5 mechanics responsible for servicing the entire fleet, including the buses in daily operation and the spare buses. This results in a bus to mechanic ratio of 30.4, which is higher than the state median. This suggests that the district should assess its staffing levels in conjunction with the sustainability of daily services to ensure that no staffing adjustments need to be made.

Walthall

The district's transportation program operates a fleet of 30 buses daily to provide transportation services to six schools. Approximately 68% of the students, totaling 1,160, depend on the bus service for daily transportation. The student to bus ratio is 38.7, which is higher than the state median. The ratio of buses per school is 6.8, and the maximum route time with students on a bus at 60 minutes, both of which align with the respective state medians. The daily miles per bus ratio was below the median of state peers at 29.7 miles.

The district does not utilize routing software or formal seating guidelines. The district employs a combination routing approach, in which students from all grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels. In addition, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

Regarding transportation expenditures, the district's percentage of total expenses is 4.8%, which is higher than the state median but still below the regional average. Costs per bus and per student are lower than the state median. Costs per mile are higher than the state median.

Five regular bus routes transport less than 30 riders daily. Utilizing a tiered or combination approach may be more effective for the district. These approaches would require staggered bell schedules; however, it could decrease annual expenditures, ranging from \$26,398 to \$105,592. There may be factors beyond the scope of this assessment that could limit the district's ability to implement improvements.

The district maintains a fleet of spare buses amounting to 26.8%, which is above the state median. This does not have a negative impact on the district. The district has a low ratio of buses per mechanic (20.5) compared to the state median. This is because the district relies on two mechanics to service the entire fleet, including the buses in daily operation and the spare buses.

The district does not have any substitute bus drivers. The district should assess its needs by analyzing historical data and continuously monitoring driver availability and absenteeism rates.

Water Valley

Water Valley has the highest ratio of buses per school of all reviewed districts.

The district's transportation program operates a fleet of 21 buses daily to provide transportation services to two schools. Approximately 63% of the students, totaling 664, rely on the bus service daily. The district's student to bus ratio (31.6) and daily miles per bus ratio (27.6) are both below the state median. The ratio of buses per school is 14.5, which is the highest of all reviewed districts.

Currently, the district does not use routing software or formal guidelines for seating students. The district utilizes a combination routing approach in which all grade levels are picked up in a community and then dropped off at appropriate schools sequentially, which can benefit certain situations. The maximum route time with students on a bus is 60 minutes.

Regarding transportation expenses, the district allocates a 3.8% of its total expenses to transportation, which is lower than the state median and the regional average. The costs per student (\$687) is the lowest of all reviewed districts, and the costs per bus (\$15,735) are the second lowest of all reviewed districts. The cost per mile (\$4.37) aligned with the state median and was below the regional average.

Due to the district's high number of buses per school and the relatively low number of student riders per bus, the district should address current ridership levels before purchasing buses in the future. The district should explore the possibility of staggering school bell schedules to allow for some route tiering if there are areas within the district with high student population density. If this approach improves ridership levels, the district can reduce bus overcrowding with a minor, if any, additional costs.

The district maintains a percentage of spare buses of 27.6%. This is above the state median but does not negatively impact operations.

The district has two substitute bus drivers. The district should assess current absentee trends to determine if the district should add additional substitute drivers. It should be noted that the district may already be fully aware that more is needed and be actively trying to add substitute drivers.

The district has one mechanic responsible for servicing the entire fleet, including the buses in daily operation and the spare buses. This results in a bus to mechanic ratio of 29, which is higher than the state median. The district should assess its staffing levels in conjunction with the sustainability of daily services to ensure that no staffing adjustments need to be made.

Wayne

The district's transportation program operates a fleet of 65 buses daily to provide transportation services to seven schools. Approximately 67% of the students, totaling 1,920, depend on the bus service for daily transportation. The student to bus ratio is 29.5, which is below the state median. The ratio of buses per school is 11.6, which is higher than the state median. The maximum route time with students on a bus is 65 minutes, which is higher than the state median. The daily miles per bus ratio is above the state median at 54.2 miles.

The district does not utilize routing software or formal seating guidelines. The district employs a combination routing approach, in which students from all grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels. In addition, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

Regarding transportation expenditures, the district's percentage of total expenses is 5.8%, which is higher than the state median and the regional average. Costs per bus were below the state median. Costs per student were higher than the state median and the regional average. Costs per mile were lower than the state median.

Compared to the state and regional medians, the district has a high number of buses per school and a high number of miles driven daily per bus. The routing detail shows that all but one regular route bus has 30 or more student riders. This indicates that the student population density may be widespread with a few concentrated areas. While the district is a county school district and may have a sparse student population density, the district should explore ways to bring costs in alignment with state or regional peers; the district could save as much as \$359,900 to \$808,650 annually. It should be

noted that there may be other factors beyond the scope of this assessment that could limit the district's ability to implement improvements.

The district currently has two mechanics serving the fleet. This is a bus to mechanic ratio of 40.5, which is the second highest ratio of all reviewed districts. Current staffing levels may be appropriate and would be closer to the median if the district reduced its number of buses per school. If the fleet size remains unchanged, the district should consider adding additional mechanic staff.

Wayne has the second highest ratio of buses to mechanic of all reviewed districts.

The district maintains a fleet of spare buses of 19.8%, slightly higher than the median of state comparative peers.

The district does not have any substitute bus drivers. It was unclear to the assessment team how the district handled absences due to illness, personal reasons, or unforeseen circumstances. The district should assess its needs by analyzing historical data and continuously monitoring driver availability and absenteeism rates.

West Point

The district's transportation program follows a subcontracting model, which five other state-comparative peers also use. Buses within the district's fleet are owned by the district and subcontracting company. The district's transportation program consists of a fleet of 43 buses that serve eight schools daily. Approximately 53% (1,459) of students are transported daily. The district has a student to bus ratio of 33.9, which falls below the state median. The daily miles per bus ratio is 75.3, which is higher than the state median. The ratio of buses per school is 5.9, which is lower than the state median and the regional average. The maximum route time with students on a bus is 60 minutes.

The contractor does not utilize bus routing software or formal seating guidelines. The subcontractor deploys a hybrid routing approach with most buses dedicated to specific schools and some buses tiered. Bell schedules are not staggered.

West Point has the third highest cost per student of all reviewed districts.

Regarding transportation expenditures, the district's percentage of total expenses (5.9%) is higher than the state median. Costs per bus (\$46,603) and costs per student (\$1,501) are higher than the state median and the regional average. The costs per student were the second highest of the districts using subcontracted transportation services and the third highest overall. Costs per mile (\$3.35) were lower than the state median and the regional average.

The district should work with its sub-contractor to see if routing efficiency could be improved by introducing combination routes, increasing routing tiering, or some other hybrid model. If the district aligned its costs with the state median, it could see a reduction in annual costs of \$299,018 to \$710,168. There may be other factors beyond the scope of this assessment that could limit the district's ability to implement improvements.

The district has two mechanics responsible for servicing the entire fleet, including the buses in daily operation and the spare buses. This results in a bus to mechanic ratio of 23.5, which is higher than the state median but is not negatively impacting operations.

The district maintains a percentage of spare of 8.5%, which is below the state median. The district did not know if the contractor used substitute bus drivers or not. The district should assess whether the number of spare buses or driver absenteeism negatively impacts daily operations and address.

Wilkinson

The district's transportation program efficiently operates a fleet of 16 buses daily to provide transportation services to two schools. Approximately 80% of the students, totaling 713, rely on the bus service daily. The student to bus ratio is 44.6, 2 which is higher than the state median. The daily miles per bus ratio is 78.3 miles, which is higher than the state median. The ratio of buses per school is 4.2, which is below the state median. The maximum route time with students on a bus is 95 minutes.

Currently, the district does not use routing software or formal guidelines for seating students. The district utilizes a combination routing approach, in which all grade levels are picked up in a community and then dropped off at appropriate schools sequentially, which can benefit certain situations. Additionally, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop.

Regarding transportation expenses, the district's percentage of total expenses (5.6%) is higher than the state median. Costs per bus (\$35,952) and costs per student (\$1,055) aligned with the state median. Costs per mile (\$3.35) were lower than the state median and the regional average.

The district possesses a percentage of spare buses of 23.8%, which is higher than the state median. The district has one mechanic responsible for servicing the entire fleet, including the buses in daily operation and the spare buses. This results in a bus-to-mechanic ratio of 21, slightly lower than the median of state-comparative peers but is not negatively impacting operations.

There are four substitute bus drivers available.

Yazoo County

The district's transportation program operates using a subcontracting model, a method employed by five other districts. The district's transportation program includes a fleet of 39 buses that serve four schools daily. The fleet is composed of contractor-owned buses.

The student to bus ratio is 30.8, which is below the state median. The ratio of buses per school is 11, which is higher than the state median. The maximum route time with students on a bus is 65 minutes, which is higher than the state median. The daily miles per bus ratio was above the state median at 93.9 miles, the fourth highest of all state comparative peers.

The contractor employs bus routing software. All students from all grades ride together. The district employs a combination routing approach, in which students from all grade levels are picked up together in a community and then dropped off at their respective schools sequentially. This allows for shared transportation among students of different grade levels. In addition, shuttle routes are utilized by the district to transport students from a central location to a school building or bus stop. The district provided the benchmark information which describes the routes but did not provide the detailed individual route information in the appendix.

Yazoo County has the highest percentage of expenses allocated to transportation costs. Yazoo County also has the second highest cost per student of all reviewed districts.

Regarding transportation expenses, the district's percentage of total expenses (9.8%) was the highest of all reviewed districts. The costs per bus (\$51,919) were the fifth highest of all reviewed districts and higher than the regional average. The cost per student (\$1,904) was the second highest of all reviewed districts. The cost per mile (\$3.47) was below the state median.

The district maintains a percentage of spare buses of 11.4%, which is lower than the state median. Insufficient spare buses can lead to service gaps when unexpected maintenance issues arise. The district should review its daily operations to determine if an increase in spare buses would improve service levels.

The third-party contractor does not currently employ substitute bus drivers. The assessment team could not find information regarding how the third-party contractor addresses issues related to absent drivers. The district should assess its needs by analyzing historical data and consistently monitoring driver availability and absenteeism rates.

The district has a ratio of buses per mechanic (22) that is below the state median and the regional average. Two mechanics service the fleet, including the buses in daily operation and the spare buses.

While the district is a county school district and may have a sparse student population density, the district should explore ways to bring costs in alignment with state or regional peers; the district could save as much as \$889,361 to \$1,357,446 annually. There may be other factors beyond the scope of this assessment that could limit the district's ability to implement improvements. Three of the five other districts contracting transportation services have expenditures as a percentage of the budget below the median of state-comparative peers and the average of regional peers.

APPENDIX B

District Data Tables

District Data Tables

Attala Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	901
Average Number of Miles Driven Daily (#)	2,120
Regular Education Route Buses in Operation (#)	20
Special Education Route Buses in Operation (#)	2
Regular Education Spare Route Buses (#)	10
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	6
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	20
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$16,599,105
Annual Transportation Operational Costs (\$)	\$834,581
Total Number of Active Schools (#)	5
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	985

Attala Transportation Route Data		
Bus Capacity (Mfg/Use) Use Capacity – Capacity utilized by School District	Route Number	Number of Students
48	1	25
48	2	40
42	3	16
48	4	24
48	5	26
48	6	45
48	7	35
48	8	32
48	9	20
48	10	40
48	11	29
18 – Special Education	12	3
48	13	32
48	14	35
48	15	40
18 – Special Education	16	2
42	17	30
48	18	48
48	19	35
48	20	23
48	21	38
48	22	42

Canton Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,470
Average Number of Miles Driven Daily (#)	160
Regular Education Route Buses in Operation (#)	21
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	1
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	5
Number of Bus Mechanics (#)	0
Number of Regular Education Daily Routes (#)	18
Number of Special Education Daily Routes (#)	3
Annual Actual Expenditures (\$)	\$59,481,964
Annual Transportation Operational Costs (\$)	\$1,084,812
Total Number of Active Schools (#)	10
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	3,300

Canton Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71	23	87
71	31	120
53	Pre-K 26	16
71	19	120
71	30	140
71	22	65
53	Pre-K 27	11
71	10	62
71	29	58
29 – Special Education	25	8
71	34	57
71	13	140
71	11	60
71	24	130
71	32	63
71	21	55
71	20	47
71	23	60
24 – Special Education	Special Ed./MS-Deaf 9	2
71	12	135

Coahoma Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	596
Average Number of Miles Driven Daily (#)	1,044

Regular Education Route Buses in Operation (#)	21
Special Education Route Buses in Operation (#)	2
Regular Education Spare Route Buses (#)	8
Special Education Spare Route Buses (#)	3
Average Age of Fleet, in Years (#)	9
Number of Bus Mechanics (#)	1
Number of Regular Education Daily Routes (#)	19
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$9,766,809
Annual Transportation Operational Costs (\$)	\$510,950
Total Number of Active Schools (#)	4
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,208

Coahoma Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
42 – Special Education	137#	Route 1 students: 6
42 – Special Education	137#	Route 2 students: 3
71	126#	Route 1 students: 24
71	126#	Route 2 students: 26
65	79#	Route 1 students: 26
71	131#	Route 1 students: 35
71	124#	Route 1 students: 26
71	124#	Route 2 students: 39
71	129#	Route 1 students: 34
71	121#	Route 1 students: 22
71	121#	Route 2 students: 15
71	122#	Route 1 students: 33
71	82#	Route 1 students: 32
71	132#	Route 1 students: 40
71	116#	Route 1 students: 17
71	116#	Route 2 students: 41
65	78#	Route 1 students: 40
71	117#	Route 1 students: 20
71	127#	Route 1 students: 41
71	128#	Route 1 students: 38
71	133#	Route 1 students: 38

Copiah Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,126
Average Number of Miles Driven Daily (#)	887
Regular Education Route Buses in Operation (#)	26
Special Education Route Buses in Operation (#)	1
Regular Education Spare Route Buses (#)	6

Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	7
Number of Bus Mechanics (#)	4
Number of Regular Education Daily Routes (#)	26
Number of Special Education Daily Routes (#)	1
Annual Actual Expenditures (\$)	\$23,353,816
Annual Transportation Operational Costs (\$)	\$1,204,267
Total Number of Active Schools (#)	4
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,281

Copiah Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer	Route Number	Number of Students
72	19-16 Route Number	58
72	15-13 Route Number	57
72	25-18 Route Number	57
72	49-17 Route Number	66
72	29-19 Route Number	55
72	45-14 Route Number	52
72	23-15 Route Number	55
72	18-15 Route Number	52
72	41-12 Route Number	49
72	42-14 Route Number	64
72	46-12 Route Number	52
72	39-07 Route Number	44
72	5-09 Route Number	61
72	28-18 Route Number	45
72	4-09 Route Number	51
72	48-17 Route Number	51
72	43-14 Route Number	61
72	21-15 Route Number	51
72	12-16 Route Number	40
72	2-19 Route Number	45
72	22-15 Route Number	40
72	47-17 Route Number	44
72	44-12 Route Number	61
72	14-13 Route Number	32
12 – Special Education	20-15 Route Number	10
72	38-07 Route Number	55

George Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	2,224
Average Number of Miles Driven Daily (#)	2,797
Regular Education Route Buses in Operation (#)	45

Special Education Route Buses in Operation (#)	5
Regular Education Spare Route Buses (#)	10
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	13
Number of Bus Mechanics (#)	3
Number of Regular Education Daily Routes (#)	45
Number of Special Education Daily Routes (#)	5
Annual Actual Expenditures (\$)	\$42,717,894
Annual Transportation Operational Costs (\$)	\$1,975,654
Total Number of Active Schools (#)	8
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	4,083

George Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
65	225	Spare
65	226	54
65	227	58
65	233	20
65	237	Spare
65	241	Spare
65	242	40
65	246	57
65	247	Spare
71	255	26
71	256	26
71	258	55
71	259	101
71	260	37
71	263	47
71	265	41
71	266	40
71	269	16
71	272	43
71	273	21
71	274	48
71	275	60
71	276	45
71	277	71
71	278	45
71	279	15
71	280	38
71	281	58
71	282	44
71	284	37

24 – Special Education	285	Spare Special Ed.
71	286	35
71	287	51
71	288	30
71	289	40
71	290	44
71	291	16
24 – Special Education	292	10
71	293	31
71	294	52
71	295	65
71	296	22
71	297	20
71	298	35
24 – Special Education	300	Spare Special Ed.
71	301	43
71	302	41
71	303	33
71	304	Spare
71	305	36
71	306	45
71	307	Spare
71	308	40
71	309	Spare
24 – Special Education	310	7
24 – Special Education	311	6
24 – Special Education	312	11
71	313	Spare
71	314	Spare
71	315	Spare
71	316	56
24 – Special Education	317	7

Greenville Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,300
Average Number of Miles Driven Daily (#)	766
Regular Education Route Buses in Operation (#)	18
Special Education Route Buses in Operation (#)	4
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	11
Number of Bus Mechanics (#)	0
Number of Regular Education Daily Routes (#)	17
Number of Special Education Daily Routes (#)	4
Annual Actual Expenditures (\$)	\$51,411,368
Annual Transportation Operational Costs (\$)	\$1,394,849

Total Number of Active Schools (#)	11
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	3,644

Greenville Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer	Route Number	Number of Students
71	Bus 181 - Route 1 - Elementary	30
71	Bus 181 - Route 2 - Middle School	20
71	Bus 181 - Route 1 - High School	15
24 – Special Education	Bus 192 - Special Ed. Wheelchair Bus - Route 1	20
71	Bus 201 - Route 1 - Elementary	35
71	Bus 201 - Route 2 - Middle School	25
71	Bus 201 - Route 1 - High School	20
71	Bus 191 - Route 1 - Elementary	32
71	Bus 191 - Route 2 - Middle School	20
71	Bus 191 - Route 1 - High School	18
71	Bus 196 - Route 1 - Elementary	31
71	Bus 196 - Route 2 - Middle School	19
71	Bus 196 - Route 1 - High School	30
71	Bus 202 - Route 1 - Elementary	25
71	Bus 202 - Route 2 - Middle School	15
71	Bus 202 - Route 1 - High School	20
71	Bus 183 - Route 1 - Elementary	19
71	Bus 183 - Route 2 - Middle School	26
71	Bus 183 - Route 1 - High School	25
24 – Special Education	Bus 194 (Special Ed. Short Bus) - Route 1	20
71	Bus 198 - Route 1 - Elementary	40
71	Bus 198 - Route 2 - Middle School	16
71	Bus 198 - Route 1 - High School	24
71	Bus 172 - Route 1 - Elementary	31
71	Bus 172 - Route 2 - Middle School	19
71	Bus 172 - Route 1 - High School	25
71	Bus 184 - Route 1 - Elementary	32
71	Bus 184 - Route 2 - Middle School	20
71	Bus 184 - Route 1 - High School	23
71	Bus 164 - Route 1 - Elementary	21
71	Bus 164 - Route 2 - Middle School	49
71	Bus 164 - Route 1 - High School	15
71	Bus 180 - Route 1 - Elementary	30
71	Bus 180 - Route 2 - Middle School	20
71	Bus 180 - Route 1 - High School	15
71	Bus 199 - Route 1 - Elementary	15
71	Bus 199 - Route 2 - Middle School	32

71	Bus 199 - Route 1 - High School	23
71	Bus 197 (Alternative/Overage Bus)	30
24 – Special Education	Bus 195 (Special Ed. Short Bus) - Route 1	20
71	Bus 200 - Route 1 - Elementary	35
71	Bus 200 - Route 2 - Middle School	19
71	Bus 200 - Route 1 - High School	21
71	Bus 187 - Route 1 - Elementary	15
71	Bus 187 - Route 2 - Middle School	32
71	Bus 187 - Route 1 - High School	13
71	Bus 165 - Route 1 - Elementary	31
71	Bus 165 - Route 2 - Middle School	28
71	Bus 165 - Route 1 - High School	21
71	Bus 155 - Route 1 - Elementary	29
71	Bus 155 - Route 2 - Middle School	25
71	Bus 155 - Route 1 - High School	26
24 – Special Education	Bus 193 (Short Special Ed. Bus) - Route 1	22

Grenada Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	2,160
Average Number of Miles Driven Daily (#)	3,806
Regular Education Route Buses in Operation (#)	52
Special Education Route Buses in Operation (#)	7
Regular Education Spare Route Buses (#)	10
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	15
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	89
Number of Special Education Daily Routes (#)	7
Annual Actual Expenditures (\$)	\$42,995,328
Annual Transportation Operational Costs (\$)	\$1,394,849
Total Number of Active Schools (#)	6
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	3,628

Grenada Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer	Route Number	Number of Students
77	1	78
71	2	42
71	3	55
71	4	50
71	5	27
71	6	21
71	7	31

71	8	31
71	9	84
71	10	37
71	11	42
71	12	32
71	13	27
71	14	30
71	15	30
71	16	37
71	17	26
71	18	27
71	19	46
77	20	62
71	21	83
71	22	31
71	23	35
71	24	32
71	25	32
71	26	33
71	27	30
71	28	12
71	29	49
71	30	35
71	31	45
71	32	24
71	33	38
71	44	42
71	45	28
71	46	48
71	47	30
71	48	42
71	49	21
71	50	38
71	51	32
28 modified / two tie downs – Special Education	52	28
28 modified / two tie downs – Special Education	53	20
71 modified / two tie downs	54	17
71 modified / two tie downs	55	15
28 modified / two tie downs – Special Education	56	6
28 modified / two tie downs – Special Education	57	16
28 modified / two tie downs – Special Education	58	15

28 modified / two tie downs – Special Education	59	57
---	----	----

Hattiesburg Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	2,100
Average Number of Miles Driven Daily (#)	1,176
Regular Education Route Buses in Operation (#)	23
Special Education Route Buses in Operation (#)	5
Regular Education Spare Route Buses (#)	8
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	6
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	69
Number of Special Education Daily Routes (#)	13
Annual Actual Expenditures (\$)	\$58,975,957
Annual Transportation Operational Costs (\$)	\$2,275,185
Total Number of Active Schools (#)	9
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	3,569

Hattiesburg Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71	1	25
71	2	16
71	3	33
44 – Special Education	4	5
71	5	27
71	6	9
71	7	17
71	8	7
71	9	17
71	10	21
71	11	29
71	12	4
35 – Special Education	13	22
71	14	19
71	15	25
71	16	31
71	16-A	9
35 – Special Education	17	3
71	18	7
71	19	10
71	20	37
44 – Special Education	21	4

71	22	9
71	23	32
71	24	10
71	25	31
71	26	36
71	27	36
71	28	23
71	29	39
71	30	41
71	31	27
71	32	23
71	33	45
71	34	56
71	36	40
71	37	52
71	38	25
71	39	35
71	40	43
71	41	49
71	42	63
71	43	15
71	44	35
44 – Special Education	45	15
35 – Special Education	46	9
44 – Special Education	47	8
35 – Special Education	48	9
71	49	22
71	50	44
71	51	25
71	52	61
71	53	48
71	54	30
71	55	7
71	56	21
71	57	49
71	58	17
71	59	22
71	60	41
71	61	58
71	62	33
71	63	23
71	64	13
71	64-A	37
71	65	24
71	66	33
71	67	51

71	68	30
71	69	37
71	71	20
44 – Special Education	72	12
71	73	13
44 – Special Education	74	5
35 – Special Education	76	4
35 – Special Education	77	6
71	80	14
71	82	12
71	86	14
71	87	21
71	100	23
24 – Special Education	C.A.R.E.S.	4

Hollandale Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	280
Average Number of Miles Driven Daily (#)	300
Regular Education Route Buses in Operation (#)	8
Special Education Route Buses in Operation (#)	1
Regular Education Spare Route Buses (#)	2
Special Education Spare Route Buses (#)	0
Average Age of Fleet, in Years (#)	11
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	8
Number of Special Education Daily Routes (#)	1
Annual Actual Expenditures (\$)	\$12,082,504
Annual Transportation Operational Costs (\$)	\$387,581
Total Number of Active Schools (#)	2
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	568

Hollandale Transportation Route Data		
Bus Capacity (Mfg/Use) Use Capacity – Capacity utilized by district	Route Number	Number of Students
48	Route 1	26
48	Route 2	55
48	Route 3	15
48	Route 4	41
48	Route 5	16
48	Route 6	35
48	Route 7	35
20 – Special Education	Route 8	8
48	Route 9	20

Holmes Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,681
Average Number of Miles Driven Daily (#)	1,400
Regular Education Route Buses in Operation (#)	47
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	3
Special Education Spare Route Buses (#)	0
Average Age of Fleet, in Years (#)	17
Number of Bus Mechanics (#)	4
Number of Regular Education Daily Routes (#)	47
Number of Special Education Daily Routes (#)	3
Annual Actual Expenditures (\$)	\$50,281,331
Annual Transportation Operational Costs (\$)	\$1,281,264
Total Number of Active Schools (#)	7
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,542

Holmes Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer	Route Number	Number of Students
65	1 (289)	25
65	2 (290)	19
65	3 (291)	25
65	4 (292)	40
65	5 (293)	30
65	6 (295)	42
65	7 (296)	39
65	8 (298)	41
65	9 (303)	40
65	10 (305)	42
71	11 (307)	52
71	12 (308)	35
65	13 (309)	30
65	14 (311)	36
71	15 (316)	50
71	16 (317)	25
71	17 (318)	44
71	18 (319)	34
71	19 (326)	7
65	20 (328)	27
65	21 (331)	28
71	22 (333)	40
71	23 (334)	10
71	24 (336)	35
71	25 (337)	30

71	26 (338)	28
71	27 (339)	40
71	28 (341)	49
71	29 (342)	40
71	30 (345)	40
71	31 (346)	23
71	32 (347)	23
71	33 (348)	27
71	34 (349)	40
71	35 (350)	50
71	36 (351)	16
71	37 (352)	31
71	38 (353)	58
71	39 (355)	50
71	40 (357)	60
71	41 (358)	30
71	42 (359)	50
24 – Special Education	43 (360)	7
71	44 (361)	20
71	45 (362)	28
35 – Special Education	46 (363)	20
71	47 (364)	40
71	48 (365)	40
71	49 (366)	45

Louisville Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,588
Average Number of Miles Driven Daily (#)	1,115
Regular Education Route Buses in Operation (#)	39
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	8
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	12
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	46
Number of Special Education Daily Routes (#)	3
Annual Actual Expenditures (\$)	\$35,492,961
Annual Transportation Operational Costs (\$)	\$1,462,320
Total Number of Active Schools (#)	7
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,553

Louisville Transportation Route Data

Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71	38	42
71	10	21
71	24	38
71	3	44
71	31	47
71	18	46
71	56	39
71	71	41
71	70	43
71	59	48
71	36	46
71	51	29
71	6	40
71	16	48
71	5	46
71	28	37
71	46	39
71	69	45
71	44	32
71	55	48
71	61	47
71	22	26
71	17	41
71	72	39
71	30	47
71	33	22
71	60	29
71	14	49
71	49	51
71	24 REACHES	15
35 – Special Education	Special Needs-84	5
53 – Special Education	Special Needs-85	7
35 – Special Education	Special Needs-86	8
71	NW-12	38
71	NW-19	36
71	NW-20	36
71	NW-21	47
71	NW-42	41
71	NW-26	28
71	NOX-25	33
71	NOX-8	35
71	NOX-4	38
71	NOX-65	44

71	NOX-67	42
71	NOX votech 1	21
71	NOX votech 2	28
71	NW votech 1	27
71	NW votech 2	34

Madison Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	5,300
Average Number of Miles Driven Daily (#)	9,154
Regular Education Route Buses in Operation (#)	95
Special Education Route Buses in Operation (#)	16
Regular Education Spare Route Buses (#)	14
Special Education Spare Route Buses (#)	4
Average Age of Fleet, in Years (#)	5
Number of Bus Mechanics (#)	4
Number of Regular Education Daily Routes (#)	184
Number of Special Education Daily Routes (#)	41
Annual Actual Expenditures (\$)	\$212,092,439
Annual Transportation Operational Costs (\$)	\$5,642,141
Total Number of Active Schools (#)	23
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	13,096

Madison Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
17 – Special Education	18-001	1, 3, 1, 2
17 – Special Education	18-004	5, 6, 2
9 – Special Education	18-005	6, 2
19 – Special Education	18-006	9, 1, 11
13 – Special Education	18-007	5, 8
17 – Special Education	18-008	4, 6
17 – Special Education	18-009	3, 3, 1, 1
9 – Special Education	18-010	1, 1, 4
17 – Special Education	18-011	5, 9
9 – Special Education	18-012	5, 8
17 – Special Education	18-013	1, 8, 4, 3
13 – Special Education	18-014	8, 4
17 – Special Education	18-015	5, 2
27 – Special Education	18-017	6, 4
27 – Special Education	18-019	15, 5
29 – Special Education	18-020	2, 1
71	18-021	38
71	18-022	17, 11
71	18-023	53, 38

71	18-024	35, 26
71	18-027	57, 27
71	18-028	14, 9
71	18-031	20, 16
71	18-033	19, 41
71	18-034	42
71	18-035	29, 36
71	18-036	12, 14
71	18-037	18, 7
71	18-038	62, 28
71	18-039	35, 14
71	18-040	36, 18
71	18-041	12, 10
71	18-042	63, 47
71	18-044	35, 15
71	18-045	26, 6
71	18-046	16
71	18-047	17, 5
71	18-048	13, 20
71	18-049	37, 25
71	18-050	24, 30
71	18-051	20, 36
71	18-052	11, 14
71	18-053	21, 16
77	18-054	20, 39
77	18-057	52, 48
77	18-058	30
77	18-059	55
77	18-060	38, 23
77	18-062	25, 36
77	18-063	62
77	18-064	54, 42
77	18-065	55, 19
77	18-066	26, 34
77	18-067	57, 50
77	18-068	43, 48
77	18-069	58, 50
77	18-071	40, 44
77	18-072	69, 45
77	18-073	63, 47
77	18-075	59, 15, 31
77	18-076	59, 24
77	18-077	49, 51
77	18-078	38, 50
77	18-079	32, 28
77	18-082	39, 38
77	18-083	25, 41

77	18-084	48, 40
77	18-085	45, 52
77	18-087	68, 35
77	18-088	33, 32
77	18-090	56, 46
77	18-092	31
77	18-093	30, 31
77	18-094	23, 26
77	18-096	32, 19
77	18-101	9, 9
77	18-103	44, 50
84	18-104	32, 49
84	18-105	29, 51
84	18-106	71, 23
84	18-107	76, 53
84	18-108	49, 33
84	18-109	63, 46
71	18-118	32, 30
71	18-122	37, 43
71	18-124	20
84	19-001	69, 38
84	19-002	59, 19
84	19-003	61, 50
84	19-004	49, 48
77	19-005	20, 13
77	19-006	34, 10
77	19-008	63, 24
77	19-009	44, 57
77	19-010	63, 38

McComb Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,055
Average Number of Miles Driven Daily (#)	1,198
Regular Education Route Buses in Operation (#)	15
Special Education Route Buses in Operation (#)	1
Regular Education Spare Route Buses (#)	6
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	8
Number of Bus Mechanics (#)	1
Number of Regular Education Daily Routes (#)	40
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$31,244,536
Annual Transportation Operational Costs (\$)	\$898,652
Total Number of Active Schools (#)	6
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,286

McComb Transportation Route Data		
Bus Capacity (Use/Mfg) Mfg – Capacity given by manufacturer Use – Capacity utilized by district	Route Number	Number of Students
Bus '009, Capacity 33 – Special Education	009 (2 tiered routes)	19
Bus 82, Capacity 52/71	82 (3 tiered routes)	50
Bus 83, Capacity 52/71	83 (2 tiered routes)	29
Bus 88, Capacity 52/71	88 (3 tiered routes)	73
Bus 90, Capacity 56/77	90 (2 tiered routes)	72
Bus 91, Capacity 56/77	91 (3 tiered routes)	74
Bus 92, Capacity 56/77	92 (3 tiered routes)	65
Bus 93, Capacity 56/77	93 (3 tiered routes)	86
Bus 94, Capacity 56/77	94 (2 tiered routes)	107
Bus 95, Capacity 56/77	95 (3 tiered routes)	85
Bus 96, Capacity 56/77	96 (3 tiered routes)	49
Bus 97, Capacity 56/77	97 (2 tiered routes)	97
Bus 98, Capacity 56/77	98 (3 tiered routes)	78
Bus 99, Capacity 56/77	99 (3 tiered routes)	66
Bus 89, Capacity 56/77	89 (3 tiered routes)	50
Bus 81, Capacity 56/77	81 (2 tiered routes)	55

Moss Point Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,329
Average Number of Miles Driven Daily (#)	878
Regular Education Route Buses in Operation (#)	17
Special Education Route Buses in Operation (#)	2
Regular Education Spare Route Buses (#)	2
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	10
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	17
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$36,692,497
Annual Transportation Operational Costs (\$)	\$1,465,476
Total Number of Active Schools (#)	6
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,563

Moss Point Transportation Route Data		
Bus Capacity (Use/Mfg) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71	1	110 This is the total # of students who ride this bus daily for all 5 schools. (running a double route)
71	2	60
71	3	95 This is the total # of students who ride this bus daily for all 5 schools.
71	53	35
71	49	75 This is the total # of students who ride this bus daily for all 5 schools.
71	55	80 This is the total # of students who ride this bus daily for all 5 schools.
71	54	80 This is the total # of students who ride this bus daily for all 5 schools.
71	47	60
71	59	55
71	62	90 This is the total # of students who ride this bus daily for all 5 schools.
71	64	60
48 – Special Education	60	15 This is a special education bus with wheelchair seats and lift. It has a capacity of 48. Seats can be added when needed to increase capacity to 71.
48 – Special Education	61	15 This is a special education bus with wheelchair seats and lift. It has a capacity of 48. Seats can be added when needed to increase capacity to 71.
71	57	50
71	48	85 This the total # of students who ride this bus daily for all 5 schools.
71	65	60
71	52	55
71	45	147 This is the total # of students who ride this bus daily for all 5 schools. (running a double route)
71	56	102 This is the total # of students who ride this bus daily for all 5 schools. (running a double route)

Natchez-Adams Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	2,000
Average Number of Miles Driven Daily (#)	7,000
Regular Education Route Buses in Operation (#)	43
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	1
Number of Bus Mechanics (#)	1
Number of Regular Education Daily Routes (#)	43
Number of Special Education Daily Routes (#)	3
Annual Actual Expenditures (\$)	\$64,414,347
Annual Transportation Operational Costs (\$)	\$2,200,000
Total Number of Active Schools (#)	9
Number of School Days Annually (#)	180

Natchez-Adams Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer	Route Number	Number of Students
71	190	50
71	191	48
71	192	66
71	193	56
71	194	43
71	195	39
71	196	8
71	197	38
71	198	33
71	199	30
71	200	40
71	201	25
71	202	18
71	203	20
71	204	30
71	205	25
71	206	23
71	207	24
71	208	16
71	209	31
71	210	26
71	211	25
71	212	33
71	213	35
71	214	40
71	215	36
71	216	22
71	217	50
71	218	34
71	219	28
71	220	40
71	222	44
71	223	63
71	224	28
71	225	29
71	226	44
71	227	48
18 – Special Education	228	9
18 – Special Education	230	12
18 – Special Education	231	7

North Panola Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	930
Average Number of Miles Driven Daily (#)	2,945
Regular Education Route Buses in Operation (#)	22
Special Education Route Buses in Operation (#)	4
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	6
Number of Bus Mechanics (#)	4
Number of Regular Education Daily Routes (#)	22
Number of Special Education Daily Routes (#)	4
Annual Actual Expenditures (\$)	\$15,170,765
Annual Transportation Operational Costs (\$)	\$1,184,833
Total Number of Active Schools (#)	5
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,250

North Panola route data was not provided.

Noxubee Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	Not Provided
Average Number of Miles Driven Daily (#)	Not Provided
Regular Education Route Buses in Operation (#)	23
Special Education Route Buses in Operation (#)	2
Regular Education Spare Route Buses (#)	2
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	Not Provided
Number of Bus Mechanics (#)	1
Number of Regular Education Daily Routes (#)	Not Provided
Number of Special Education Daily Routes (#)	Not Provided
Annual Actual Expenditures (\$)	\$19,126,092
Annual Transportation Operational Costs (\$)	\$1,690,830
Total Number of Active Schools (#)	4
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,401

Noxubee transportation services are contracted by a third party. The district was unable to provide route data.

Okolona Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	287
Average Number of Miles Driven Daily (#)	392
Regular Education Route Buses in Operation (#)	9
Special Education Route Buses in Operation (#)	1
Regular Education Spare Route Buses (#)	2

Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	7
Number of Bus Mechanics (#)	0
Number of Regular Education Daily Routes (#)	9
Number of Special Education Daily Routes (#)	1
Annual Actual Expenditures (\$)	\$4,544,083
Annual Transportation Operational Costs (\$)	\$300,503
Total Number of Active Schools (#)	3
Number of School Days Annually (#)	187
Total Number of Enrolled Students (#)	518

Okolona Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by Manufacturer	Route Number	Number of Students
72	1	23
10 – Special Education	2	5
72	3	16
72	4	20
72	5	40
72	6	20
72	7	16
72	8	47
72	9	45
72	10	55

Oxford Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,218
Average Number of Miles Driven Daily (#)	1,440
Regular Education Route Buses in Operation (#)	21
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	23
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	11
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	81
Number of Special Education Daily Routes (#)	6
Annual Actual Expenditures (\$)	\$77,699,248
Annual Transportation Operational Costs (\$)	\$2,558,620
Total Number of Active Schools (#)	6
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	4,682

Oxford Transportation Route Data

Bus Capacity (Mfg/Use) Use Capacity – Capacity utilized by District	Route Number	Number of Students
60	AM BUS 3 ELEM	46
50	AM BUS 3 OIS/OHS	20
60	PM BUS 3 ELEM	43
50	PM BUS 3 OIS/OHS	17
50	AM BUS 4 OIS/HS	26
50	PM BUS 4 OIS/HS	31
50	AM BUS 5 OIS/OHS	48
50	PM BUS 5 OIS/HS	40
60	AM BUS 6 ELEM	11
50	AM BUS 6 OIS/OHS	49
60	PM BUS 6 ELEM	18
50	PM BUS 6 OIS/OHS	44
71	AM BUS 7 ELEM	49
71	AM BUS 7 OIS/HS	25
71	PM BUS 7 ELEM	69
71	PM BUS 7 OIS/HS	18
60	AM BUS 12 ELEM	35
50	AM BUS 12 OIS/OHS	31
60	PM BUS 12 ELEM	35
50	PM BUS 12 OIS/HS	30
77	AM BUS 17 OIS/OHS	40
77	PM BUS 17 ELEM	70
77	PM BUS 17 OIS - OHS	17
60	AM BUS 18 ELEM	19
50	AM BUS 18 OIS/HS	35
60	PM BUS 18 ELEM	24
50	PM BUS 18 OIS/HS	28
60	AM BUS 21 ELEM	22
50	AM BUS 21 OIS/HS	17
60	PM BUS 21 ELEM	43
50	PM BUS 21 OIS/OHS	16
60	AM BUS 22 ELEM	42
50	AM BUS 22 OIS/OHS	31
60	PM BUS 22 ELEM	54
50	PM BUS 22 OIS/OHS	30
60	AM BUS 23 ELEM	25
50	AM BUS 23 OIS/HS	18
60	PM BUS 23 ELEM	31
50	PM BUS 23 OIS/HS	36
16 – Special Education	Am Bus 24 ELEM - Pre K	10
50	AM BUS 24 OIS/HS	33
16 – Special Education	PM BUS 24 ELEM - Pre K	11
50	PM BUS 24 OIS/OHS	29

60	AM BUS 34 ELEM	16
60	PM BUS 34 ELEM	18
50	PM BUS 34 OIS/OH	28
15 – Special Education	AM BUS 40 ELEM	5
15 – Special Education	AM BUS 40 OIS/OHS	10
15 – Special Education	PM BUS 40 ELEM	5
15 – Special Education	PM BUS 40 OIS/HS	10
60	AM BUS 41 ELEM	46
50	AM BUS 41 OIS/OHS	23
60	PM BUS 41 ELEM	62
50	PM BUS 41 OIS/OHS	12
60	AM BUS 44 ELEM	27
50	AM BUS 44 OIS / OHS	36
60	PM BUS 44 ELEM	34
50	PM BUS 44 OIS/OHS	27
60	AM BUS 45 ELEM	43
50	AM BUS 45 OIS/HS	33
60	PM BUS 45 ELEM	44
50	PM BUS 45 OIS/HS	25
60	AM BUS 46 ELEM	34
50	AM BUS 46 OIS/HS	23
60	PM BUS 46 ELEM	34
50	PM BUS 46 OIS/HS	24
60	AM BUS 48 ELEM	20
50	AM BUS 48 OIS/HS	31
60	PM BUS 48 ELEM	32
50	PM BUS 48 OIS/OHS	35
50	AM BUS 49 OIS/OHS	46
50	PM BUS 49 OIS/OHS	47
16 – Special Education	Am Bus 53 ELEM - Pre K	8
50	AM BUS 53 OIS/HS	45
16 – Special Education	PM BUS 53 ELEM Pre K	9
50	PM BUS 53 OIS/OHS	38
15 – Special Education	AM BUS 56 ELEM	2
15 – Special Education	AM BUS 56 OIS/OHS	9
15 – Special Education	PM BUS 56 ELEM	6
15 – Special Education	PM BUS 56 OIS/HS	5
50	AM BUS 57 OIS/HS	27
50	PM BUS 57 OIS/HS	27
15 – Special Education	Am Bus 58 ELEM	6
15 – Special Education	Am Bus 58 OIS/OHS	8
15 – Special Education	Pm Bus 58 ELEM	5
15 – Special Education	Pm Bus 58 OIS/OHS	6

Pass Christian Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	947
Average Number of Miles Driven Daily (#)	964
Regular Education Route Buses in Operation (#)	19
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	9
Special Education Spare Route Buses (#)	0
Average Age of Fleet, in Years (#)	10
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	25
Number of Special Education Daily Routes (#)	4
Annual Actual Expenditures (\$)	\$20,491,000
Annual Transportation Operational Costs (\$)	\$1,022,367
Total Number of Active Schools (#)	4
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,975

Pass Christian Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
2--72	1	48
3--28 plus wheelchair – Special Education	20	17
4—72	2	41
5—72	3	52
7—72	4	44
8—72	5	39
9—72	6	38
12—72	7	27
13—72	8	47
16—72	9	43
17—72	10	23
22—72	11	51
24—72	12	55
25—72	13	51
27—72	14	48
28—72	15	53
29—72	16	40
30--22 plus wheelchair – Special Education	21	24
31--22 plus wheelchair – Special Education	22	13
32—14 – Special Education	17	8
33—71	18	40
35—72	19	33
33--71 Gulf Oaks Special Education	23	4
2--72 1st Rotc	24	18
26---71 2nd Rotc	25	15
29---1 Cte	26	24

20-- 2nd Cte	27	35
28---72 Ship Builders	28	8
33---71 2nd Ship Builders	29	8
Spare Buses		
10—72		
11—72		
14—71		
18—72		
19—71		
20—72		
21—72		

Perry Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	686
Average Number of Miles Driven Daily (#)	1,158
Regular Education Route Buses in Operation (#)	21
Special Education Route Buses in Operation (#)	1
Regular Education Spare Route Buses (#)	3
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	12
Number of Bus Mechanics (#)	0
Number of Regular Education Daily Routes (#)	21
Number of Special Education Daily Routes (#)	1
Annual Actual Expenditures (\$)	\$9,728,002
Annual Transportation Operational Costs (\$)	\$847,188
Total Number of Active Schools (#)	4
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	929

Perry Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71	20-14	36
71	20-13	35
71	20-12	31
71	20-11	23
71	20-10	32
71	19-09	45
71	19-08	20
71	19-07	48
71	19-06	43
71	19-05	20
71	17-04	49
71	17-03	36
71	17-02	26
71	16-01	25

71	12-27	41
65	12-26	29
71	08-22	21
71	07-20	37
71	03-13	33
65	02-12	27
65	02-11	29

Simpson Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,350
Average Number of Miles Driven Daily (#)	2,369
Regular Education Route Buses in Operation (#)	52
Special Education Route Buses in Operation (#)	4
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	12
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	52
Number of Special Education Daily Routes (#)	4
Annual Actual Expenditures (\$)	\$27,464,199
Annual Transportation Operational Costs (\$)	\$981,941
Total Number of Active Schools (#)	9
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	3,102

Simpson route data was not provided.

Sunflower Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,505
Average Number of Miles Driven Daily (#)	1,241
Regular Education Route Buses in Operation (#)	35
Special Education Route Buses in Operation (#)	5
Regular Education Spare Route Buses (#)	5
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	7
Number of Bus Mechanics (#)	5
Number of Regular Education Daily Routes (#)	35
Number of Special Education Daily Routes (#)	5
Annual Actual Expenditures (\$)	\$46,208,251
Annual Transportation Operational Costs (\$)	\$1,905,745
Total Number of Active Schools (#)	12
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	3,061

Sunflower Transportation Route Data

Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer Use Capacity – Capacity utilized by District	Route Number	Number of Students
72/42	D1	42
72/42	D2 (double route)	49
72/42	D3	40
72/42	D4 (double route)	60
72/42	D5	36
72/42	M1 (double route)	53
72/42	M2	41
72/42	M3	26
72/42	M4	40
72/42	M5	35
20 – Special Education	M6	6
16 – Special Education	N1	10
16 – Special Education	N2	6
16 – Special Education	N3	12
72/42	N4	36
72/42	N5	41
72/42	N6	48
72/42	N7	40
72/42	N8	39
72/42	N9	36
72/42	N11	41
72/42	N12	42
72/42	N16	36
72/42	N17	36
72/42	N18 (double route)	56
72/42	N19	21
72/42	N20	42
72/42	N21	35
20 – Special Education	R1	18
72/42	R4	34
72/42	R5 (double route)	56
72/42	R6 (double route)	61
72/42	S1	39
72/42	S2	50
72/42	S3	52
72/42	S4	44
72/42	V1	42
72/42	V2	33
72/42	Pre-K (21-01)	13
72/42	Pre-K (21-02)	14
72/42	Pre-K (21-03)	16

72/42	Pre-K (17-05)	15
72/42	Pre-K (20-01)	13

Tate Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,598
Average Number of Miles Driven Daily (#)	1,745
Regular Education Route Buses in Operation (#)	56
Special Education Route Buses in Operation (#)	4
Regular Education Spare Route Buses (#)	14
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	8.5
Number of Bus Mechanics (#)	2.5
Number of Regular Education Daily Routes (#)	43
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$23,230,839
Annual Transportation Operational Costs (\$)	\$1,536,978
Total Number of Active Schools (#)	6
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,000

Tate Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by manufacturer Use Capacity – Capacity utilized by District	Route Number	Number of Students
13 – Special Education	Bus # 34 Special Ed.	2
13 – Special Education	Bus # 35 Special Ed.	6
13 – Special Education	Bus # 36 Special Ed.	10
71/46	Bus # 49	40
71/46	Bus # 59	45
71/46	Bus # 56	48
71/46	Bus # 30	23
71/46	Bus # 7	46
71/46	Bus # 44	40
71/46	Bus # 12	21
71/46	Bus # 43	55
71/46	Bus # 39	50
71/46	Bus # 51	30
71/46	Bus # 40	37
71/46	Bus # 29	35
71/46	Bus # 28	50
71/46	Bus # 53	40
71/46	Bus # 27	46
71/46	Bus # 60	35
71/46	Bus # 41	37

71/46	Bus # 17	33
71/46	Bus # 58	20
71/46	Bus # 61	27
71/46	Bus # 57	40
71/46	Bus # 2	33
71/46	Bus # 3	27
71/46	Bus # 55	23
71/46	Bus # 50	27
71/46	Bus # 33	32
71/46	Bus # 47	33
71/46	Bus # 38	35
71/46	Bus # 14	25
71/46	Bus # 25	40
71/46	Bus # 20	25
71/46	Bus # 48	20
71/46	Bus # 45	36
71/46	Bus # 4	46
71/46	Bus # 54	23
71/46	Bus # 32	41
71/46	Bus # 1	28
71/46	Bus # 10	37
71/46	Bus # 23	23
71/46	Bus # 9	25
71/46	Bus # 26	22
71/46	Bus # 46	30
71/46	Bus # 21	60

Walthall Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,160
Average Number of Miles Driven Daily (#)	890
Regular Education Route Buses in Operation (#)	27
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	10
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	10
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	24
Number of Special Education Daily Routes (#)	3
Annual Actual Expenditures (\$)	\$22,678,120
Annual Transportation Operational Costs (\$)	\$1,082,336
Total Number of Active Schools (#)	6
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,702

Walthall Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71 seating	Rt 1 Bus # 137	59
71 seating	Rt 2 Bus # 138	51
71 seating	Rt 3 Bus # 139	57
71 seating	Rt 4 Bus # 140	33
65 seating	Rt 5 Bus # 141	26
65 seating	Rt 6 Bus # 142	44
71 seating	Rt 7 Bus # 143	19
71 seating	Rt 8 Bus # 144	49
71 seating	Rt 9 Bus # 145	22
71 seating	Rt 10 Bus # 146	31
71 seating	Rt 11 Bus # 147	17
71 seating	Rt 12 Bus # 148	53
71 seating	Rt 13 Bus # 149	59
71 seating	Rt 14 Bus # 150	52
71 seating	Rt 15 Bus # 151	17
71 seating	Rt 16 Bus # 152	49
77 seating	Rt 17 Bus # 153	66
77 seating	Rt 18 Bus # 154	54
71 seating	Rt 19 Bus # 155	50
71 seating	Rt 20 Bus # 156	43
77 seating	Rt 21 Bus # 157	53
77 seating	Rt 22 Bus # 158	40
77 seating	Rt 23 Bus # 159	40
77 seating	Rt 24 Bus # 160	68
24 seating 2 wheelchair – Special Education	Rt 25 Bus # L-3	1
42 seating 2 wheelchair – Special Education	Rt 26 Bus # L-4	5
42 seating 2 wheelchair – Special Education	Rt 27 Bus # L-5	11

Water Valley Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	664
Average Number of Miles Driven Daily (#)	580
Regular Education Route Buses in Operation (#)	18
Special Education Route Buses in Operation (#)	3
Regular Education Spare Route Buses (#)	6
Special Education Spare Route Buses (#)	2
Average Age of Fleet, in Years (#)	18
Number of Bus Mechanics (#)	1
Number of Regular Education Daily Routes (#)	12
Number of Special Education Daily Routes (#)	1
Annual Actual Expenditures (\$)	\$12,082,854
Annual Transportation Operational Costs (\$)	\$456,304
Total Number of Active Schools (#)	2
Number of School Days Annually (#)	180

Total Number of Enrolled Students (#)	1,057
---------------------------------------	-------

Water Valley route data for the 2021-2022 school year could not be provided.

Wayne Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,920
Average Number of Miles Driven Daily (#)	3,520
Regular Education Route Buses in Operation (#)	58
Special Education Route Buses in Operation (#)	7
Regular Education Spare Route Buses (#)	15
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	10
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	43
Number of Special Education Daily Routes (#)	6
Annual Actual Expenditures (\$)	\$44,925,000
Annual Transportation Operational Costs (\$)	\$2,623,000
Total Number of Active Schools (#)	7
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,850

Wayne Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg – Capacity given by manufacturer	Route Number	Number of Students
71	1	45
71	2	36
71	3	18
71	4	40
71	5	48
71	6	36
71	7	50
71	8	40
71	9	38
71	10	30
71	11	50
71	12	42
71	13	50
71	14	36
71	15	35
71	16	38
71	17	38
71	18	42
71	19	36
71	20	52
71	21	48
71	22	46
71	23	60

71	24	60
71	25	42
71	26	38
71	27	48
71	28	42
71	29	46
71	30	42
71	31	40
71	32	36
71	33	36
71	34	42
71	35	48
71	36	52

West Point Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,459
Average Number of Miles Driven Daily (#)	3,236
Regular Education Route Buses in Operation (#)	41
Special Education Route Buses in Operation (#)	2
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	0
Average Age of Fleet, in Years (#)	2
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	41
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$37,377,275
Annual Transportation Operational Costs (\$)	\$2,190,333
Total Number of Active Schools (#)	8
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	2,770

West Point Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by Manufacturer	Route Number	Number of Students
72	Route 1 - Bus 21-19	45
72	Route 2 – Bus 22-08	50
72	Route 3 - Bus 22-10	60
72	Route 4 – Bus	35
72	Route 5 - Bus 22-07	65
72	Route 6 - Bus 21-11	72
72	Route 7 - Bus 21-08	45
72	Route 8 - Bus 21-00	60
72	Route 9 - Bus 21-03	60
72	Route 10 - Bus 21-07	50
72	Route 11 – Bus	50

72	Route 12 - Bus 22-04	60
72	Route 13 - Bus 21-02	60
72	Route 14 - Bus 21-15	35
72	Route 15 – Bus	60
72	Route 16 - Bus 21-09	60
72	Route 17 - Bus 22-12	50
72	Route 18 - Bus 22-11	50
72	Route 19 - Bus 21-01	52
72	Route 20 - Bus 21-14	55
72	Route 21 - Bus 22-00	45
72	Route 22 – Bus	45
72	Route 23 - Bus 22-06	40
72	Route 24 - Bus 21-10	40
72	Route 25 - Bus 21-16	40
72	Route 26 - Bus 21-17	45
72	Route 27 - Bus	35
72	Route 28 - Bus 21-01	30
72	Route 29 - Bus 22-03	40
72	Route 30 - Bus 21-06	45
72	Route 31 - Bus 22-13	40
72	Route 32 - Bus 22-09	50
72	Route 33 - Bus 21-12	45
72	Route 34 - Bus 22-02	20
72	Route 35 - Bus 21-04	40
72	Route 36 - Bus 21-05	40
72	Route 37 - Bus 22-01	45
72	Route 38 - Bus 18-00	15
72	Route 39 - Bus 18-04	20
72	Route 40 - Bus 21-13	25
48 – Special Education	Route 41 - Bus 13-00 Special Ed. 1	14
26 – Special Education	Route 42 - Bus 14-70 Special Ed. 2	12
72	Route 43 - EMCC Early College	45

Wilkinson Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	713
Average Number of Miles Driven Daily (#)	1,253
Regular Education Route Buses in Operation (#)	15
Special Education Route Buses in Operation (#)	1
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	10
Number of Bus Mechanics (#)	1
Number of Regular Education Daily Routes (#)	23

Number of Special Education Daily Routes (#)	1
Annual Actual Expenditures (\$)	\$13,547,905
Annual Transportation Operational Costs (\$)	\$754,993
Total Number of Active Schools (#)	5
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	888

Wilkinson Transportation Route Data		
Bus Capacity (Mfg/Use) Mfg Capacity – Capacity given by Manufacturer	Route Number	Number of Students
77	1	53
77	2	55
77	3	29
71	4	37
77	5	56
77	6	28
77	7	43
77	8	49
77	9	54
77	10	59
24 – Special Education	11	8
77	12	35
77	13	68
77	14	42
77	15	47
77	16	54

Yazoo County Transportation Data	
Data	2021-2022
Average Number of Students Transported Daily (#)	1,200
Average Number of Miles Driven Daily (#)	3,661
Regular Education Route Buses in Operation (#)	37
Special Education Route Buses in Operation (#)	2
Regular Education Spare Route Buses (#)	4
Special Education Spare Route Buses (#)	1
Average Age of Fleet, in Years (#)	4.5
Number of Bus Mechanics (#)	2
Number of Regular Education Daily Routes (#)	37
Number of Special Education Daily Routes (#)	2
Annual Actual Expenditures (\$)	\$23,404,242
Annual Transportation Operational Costs (\$)	\$2,284,431
Total Number of Active Schools (#)	4
Number of School Days Annually (#)	180
Total Number of Enrolled Students (#)	1,385

Yazoo County transportation services are contracted by a third party. The district was unable to provide route data.

James F. (Ted) Booth, Executive Director

Reapportionment

Ben Collins

Administration

Kirby Arinder

Stephanie Harris

Gale Taylor

Quality Assurance and Reporting

Tracy Bobo

Hannah Jane Costilow

Performance Evaluation

Lonnie Edgar, Deputy Director

Jennifer Sebren, Deputy Director

Drew Allen

Emily Cloys

Kim Cummins

Matthew Dry

Matthew Holmes

Drew Johnson

Billy Loper

Debra Monroe-Lax

Taylor Mullins

Meri Clare Ringer

Sarah Williamson

Julie Winkeljohn

Ray Wright